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ABSTRACT

Instructional strategies, methods, and techniques of the National Institute of Education's Experience-Based Career Education Program (EBCE) can be successfully integrated into the existing high school program, as demonstrated by a project in the Bellevue, Washington, public schools. The two-and-one-half year project incorporated a career cluster approach, concentrating on the career exploration facet of EBCE as designed by Northwest Regional Educational Laboratory. Bellevue's experience showed that success of the project rests on such essential elements as employment of a well-qualified community resource specialist who can acquire the cooperation of a wide range of businesses so students can have a choice of places to explore, and providing appropriate transportation to work sites for students. As a result of their experience, Bellevue project administrators recommended that EBCE could be strengthened by making it a part of the regular vocational program, and that funds for such a project could be spent more effectively by spreading them over a five-year period. Report of the third-party evaluation (attached) showed the project effective in reaching most of the major goals. The report includes occupational cluster packages that were developed during the project, course curriculum outline, lists of explorations by student and by cluster, community resources, community participation survey, career exploration guide, publicity, career education inventory, former student survey, and interview guide. (KC)

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FINAL REPORT

Project No. 502AH60110

Grant No. G10-0001 (502)

Bellevue's Experience-Based Career Education Program

Exemplary Project In Vocational Education
Conducted Under
Title I, Part D of Public Law 90-576

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30 June 1980

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SUMMARY

This is the final report for Bellevue's Experience-Based Career Education Project which began on January 15, 1977 and ended on June 30, 1980.

As a demonstration project it was designed to show that instructional strategies, methods, and techniques of the National Institute of Education's Experience-Based Career Education Program can be used in conjunction with an in-school cluster structure designed for occupational exploration and initial job preparation. To accomplish this goal it was necessary to identify those strategies, techniques and methods which showed the most promise for the modified EBCE approach. These basic parts of NIE's EBCE program were then modified and further adapted to meet the specific needs of students in the program.

In the course of this project the staff members were trained by EBCE personnel from Northwest Regional Educational Laboratory. This training led to the development of course goals, objectives and activities which were later revised as indicated by early evaluation results. As planned, students enrolled in Bellevue's EBCE program in conjunction with their traditional course schedule. These students participated in both in-class self awareness activities and in career exploration at community sites. During the three years of project operation materials were adapted and developed to meet the objectives. The Exploration Guide was extensively revised to remove topics which weren't relevant to our students and add sections pertinent to student expectations. As outlined in the project proposal, Occupational Cluster Packages were developed. The proposal called for the completion of nine cluster packages but because of the high value of these packages we completed them for all sixteen identified clusters.

The formal evaluation process was handled by the Bureau of School Service and Research (BSSR) at the University of Washington as the third-party evaluator. Data collected by the BSSR shows that the project was successful in attaining most of the student objectives which were evaluated. Particularly, the results show that students made significant gains in the two major areas of self-awareness and career exploration.

Local evaluation efforts showed that the students had a high regard for the program and the learning activities. Post-high school follow-up was limited by the fact that few students had yet reached that stage, but preliminary indications are that many students tend to use exploration experiences to guide future career planning. Special attention was given to the program's impact on community site reaction. Our survey showed that the program had a decided positive impact on the willingness of businesses to cooperate with the school district.

This project showed that EBCE can be successfully incorporated as part of a traditional high school program providing that school to site transportation can be arranged. Students did indeed have a worthwhile career exploration which is definitely lacking in most high school programs. It, of course, has been recommended that the district continue the program and extend it to all high schools in the district.

ACCOMPLISHMENTS

Background

As students, parents and educators have become increasingly aware, there is a need for improved career exploration activities at the secondary school level. Students and graduates have, in local studies, delivered the message that our system has provided inadequate experiences to help them make career decisions.

Bellevue staff members reviewed the work done at the four Experience-Based Career Education development sites. As a result of this review it was decided to use selected strategies, techniques and methods as developed at Northwest Regional Educational Laboratory as the basis for a demonstration project in EBCE. Further, Bellevue's EBCE program was designed to be integrated with the existing high school program and incorporate a career cluster approach to career exploration.

The general purpose of this project was to demonstrate that EBCE strategies, techniques and methods could be successfully used to provide career exploration activities for students enrolled in an ongoing traditional high school program.

Product Objectives

1.a. Students will identify and describe their own current abilities, limitations and interests.

Commercially produced and teacher made instruments were used with students to stimulate thinking about potential career areas. As students explored occupations of their choice they completed Exploration Guides and wrote in journals to describe their reactions to each occupation studied. Projects and a wrap-up activity provided for a summary of knowledge gained throughout the term.

1.b. Students will clarify their own current attitudes towards work.

Throughout each term students talked with community instructors and participated in classroom discussions about work. These activities gave each person an opportunity to clarify their own personal attitudes about work. Such attitudes were reflected in discussions, journal entries and in tentative career plans as outlined near the end of the term.

1.c. Students will know about work attitudes of other people and how such attitudes are formed.

Through discussions with community instructors each student gained personal information of the work attitudes of other people. These attitudes were described in written form as Guide entries and in oral form during classroom discussions.

2.a. Students will demonstrate an increased knowledge about the occupations of greatest personal interest.

As a part of each exploration the students gathered specific occupational information to answer questions in the Guide. Pre- and post- tests as administered by the third-party evaluator showed a definite gain in knowledge about the occupations studied.

2.b. Students will know about the skills required, conditions of employment, and preparation needed for a wide variety of paid and non-paid work opportunities.

Most students in the program elected to explore occupations which are generally in the paid work category. A review of student explorations shows that students did indeed investigate several diverse occupations during each term. In addition, resource speakers met with each group to discuss occupations which may not have been explored by individual students.

Again, third-party evaluation shows that this objective is being met with each group of students.

2.c. Students will examine the function, characteristics and requirements of a broad range of occupations within self-selected clusters of occupations.

Many of the students were at a developmental stage where selection of a career cluster for study was not yet appropriate. Based on the attainment of objective 2a we believe that those students narrowing their study to that of a cluster have also attained this objective.

2.d. Students will explore occupations that are not traditionally associated with their sex-role.

Throughout the entire project a concerted effort was made to overcome sex-role stereotyping. Staff members participated in special workshops to make them aware of ways to recognize and avoid sex-role stereotyping. A sex-equity specialist was employed on a part time basis to lead activities which encouraged students to investigate non-traditional job roles. The community resource specialist was able to fill all requests for non-traditional occupational explorations. In addition the entire staff sought to use role-models who were working in non-traditional roles. The summary of Explorations by Cluster as contained in this report shows that many non-traditional explorations were made by program students.

2.e. Students will know how acquiring skills and knowledges common to a cluster of occupations increases their freedom and mobility.

The concepts expressed in this objective were discussed with the students, but we were unable to accumulate any data to determine if we met this objective.

2.f. Students will be able to find and use information about educational and/or training opportunities beyond the secondary school level.

Students in the program were introduced to the Washington Occupational Information System (WOIS), the Occupational Outlook Handbook and the Dictionary of Occupational Titles. As a part of their activities and projects they were required to make use of these resources along with college catalogs found in the career centers. Teacher evaluation showed that students were able to gather relevant information about post-secondary educational opportunities.

2.g. Students will develop entry-level skills of job finding, job application and on-the-job negotiation.

Classroom activities included discussions and seminars on job finding. Job Service personnel were very helpful in leading seminars in techniques for obtaining a job. The evaluation review team made comments that in one school there seemed to be an excessive amount of emphasis on the success students had in securing jobs as a result of their EBCE explorations.

2.h. Students who make a tentative decision to seek a specific occupation will advance towards that goal through enrollment in an appropriate program.

Third party evaluation instruments gathered data to determine if students had made career choices. It was discovered that few changes occurred during the one semester each student was in the program. It is still too early to ascertain whether or not students did indeed carry out their post-secondary education plans.

2.i. Students will increase their awareness and knowledge of their roles and responsibilities as members of the work force and society and will better understand ways to exert influence in our rapidly changing society.

As a part of each exploration each student was expected to gather information from the community instructor about interrelationships among workers. The scope and length of this project did not make it feasible to gather data as to the accomplishments regarding this objective.

3.a. Students will demonstrate an increase in the ability to use direct sources such as observations or interviews, in addition to indirect sources such as written material, in gathering and evaluating information for reports and projects.

Staff evaluation of projects and completed Guides showed that there was an improvement in the type of information gathered by the students.

3.b. Students will be aware of the level of Basic Skills (reading, writing, oral communications and mathematics) needed to accomplish their personal goals and will understand the relationship of that level to their current Basic Skills proficiency.

As a part of each exploration the student is directed to find out about basic skills needed to be successful in the occupation studied. This information is then compared with the student's own abilities. The third-party evaluation determined that attainment of this objective was partially supported by the data gathered.

4.a. Students will be able to identify the difference between where they are and where they want to be. This can be in a personal, group, societal, academic and/or career situation.

This objective overlaps with others such as 3b in which students identify skills related to career goals and then compare them with personal skills. There were no specific items which showed this goal was met.

4.b. Students will show evidence of improvement in their decision-making process.

Improvement in decision-making skills is a very important portion of this project. Students were taught a five step process for decision-making which focused on career goals. Significant student growth in this area was found by the third-party evaluator.

4.c. Students will be able to propose alternatives, anticipate consequences of various actions and implement a course of action.

Near the end of each term the students charted personal plans for the next ten years. In all cases alternatives to the basic plan were also detailed.

5.a. Students will demonstrate self-confidence through the ability to stay with and develop a specific discussion topic, listening to the content and tone of the other's person conversation.

After several discussions of ways to monitor attainment of this objective it was determined that staff observation was the one practical method available. Growth was particularly noticeable in self-confidence when students went to their second and successive exploration sites. In discussion they also noted that they felt more at ease when talking with adults.

5.b. Students will assume responsibility for tasks they agree to complete.

The design of EBCE requires that students assume a great deal of responsibility for making and keeping appointments. Monitoring was accomplished through checking Guides, reports from community instructors and random site checks.

5.c. Students will demonstrate the ability to work with others respectfully, showing tolerance for difference, openness to change, ability to contribute independently and a willingness to trust when reasonable to do so.

Feed-back on this objective came both in the form of positive appraisal comments from community instructors and in negative reactions to a few students. Where problems were noted, extra efforts were made to help the student make needed changes.

Process Objectives

1.a. Students will participate in appropriate orientation, testing and counseling activities.

Course outlines and daily lesson plans indicated that this objective is being met.

1.b. Students will identify deficiencies in personal basic skills and develop plans for improvement.

This was accomplished as identified in product objective 3.b.

1.c. Students will develop tentative career plans and update as needed.

Throughout the term students discussed career plans and near the end of the semester each student identified a tentative ten year plan.

1.d. Students will develop individual learning plans which incorporate the use of school and community resources as appropriate.

Each student developed personal goals, identified areas of interest and explored careers to meet their individual plans.

1.e. Students will participate in a variety of activities to reach goals set down in learning plans.

Instructors provided lectures, discussions, seminars, A-V presentations, career fairs, written inventories, computerized information service and individual explorations as learning activities for all students.

1.f. Students in cluster programs will explore a variety of occupations related to the cluster being studied.

Explorations were selected by the student. Staff members encouraged each student to select from a variety of resources available.

1.g. Students will explore at least one occupation not normally associated with their sex role.

Since students selected their own explorations it was not possible to meet this goal in all cases. Information was presented and students were strongly encouraged to explore non-traditional occupations.

2.a. Students will be placed in a variety of community experience sites to permit them to make appropriate career explorations.

Over 400 community sites were used in the three years of this project. Appendix E contains the list of occupations explored in each of the clusters.

2.b. Students will spend approximately one-half their EBCE program time in the community outside the school.

One, two and three hour courses were offered in an attempt to find the best scheduling available. Generally most students enrolled in the program participated 2 or 3 hours per day out of their minimum of 5 hours of classes.

2.c. Community participants will take part in planned orientation and training sessions.

It was rapidly discovered that very few community instructors could take part in group orientation or training sessions. As a replacement for this we devised written materials to orient the community instructors. Personal contacts by the Community Resource Specialist were used to aid those community instructors needing help.

2.d. Staff members will recruit and maintain community sites within all 15 cluster groupings to meet student exploration requests.

Refer to Appendix C which shows explorations by cluster groupings.

3.a. Students will be placed in exploration and training opportunities without regard to traditional occupational sex roles.

Special efforts were made to overcome sex-role sterectyping. See Appendix C for a listing of non-traditional explorations.

3.b. Existing EBCE models will be used to guide development of a system for securing and using community sites.

NWREL provided materials, training and technical assistance in the development of this EBCE project.

3.c. An advisory committee with broad community representation will be established and used.

Several attempts were made to establish an on-going advisory committee. Many people were willing to work with students but it was not possible to secure commitments and follow-up of enough people to keep a functional advisory committee. We did meet with selected active site instructors on a number of occasions to discuss the program but found that we could not identify a nucleus of leaders who could consistently attend meetings.

3.d. An ongoing staff inservice program will be developed and implemented.

Weekly meetings were established at the start of the program and then later were changed to less frequent meetings to discuss problems and plan changes.

3.e. Plans will be established in cooperation with other building staff to accommodate student scheduling, recruitment and selection.

Student scheduling, recruitment, and selection became a building staff function so that the EBCE program became a part of the building program.

3.f. An ongoing inservice program for community participants will be established.

As noted in process objective 2.c. this done only in the form of staff

contacts with individual community instructors.

3.g. Student guidance and counseling will be developed as an integral part of the program.

Course outlines and daily lesson plans indicate this was accomplished.

3.h. Parental approval will be obtained for all students to assure full participation in all aspects of the program, including gathering of data for evaluation.

An approval form was designed and used for this purpose.

3.i. Staff members will develop at least nine cluster packages as described in this proposal.

The cluster packages proved so valuable that 16 of them were developed. See Appendix A for the complete set.

3.j. Special activities will be developed to permit and encourage parental involvement in the program.

Open house and special parent meetings were held to acquaint parents with the program and obtain feedback about parental perceptions.

3.k. A student transportation system will be developed and operated to ensure students of the opportunity to explore a wide variety of community learning sites.

Transportation was supplied by the project van, metro transit and private vehicles.

MAJOR ACTIVITIES AND EVENTS

Project Director began work on project - January 17, 1977

Secretary was hired - January 17, 1977

Community Resource Specialist was selected - February 2, 1977

Bellevue High School Teacher/Coordinator was selected - February 2, 1977

Interlake High School Teacher/Coordinator was selected - February 24, 1977

Northwest Educational Laboratory provided three day training session - March 1, 1977 - March 3, 1977

Project Director attended National Conference for Increasing the Impact of Innovative Project, Fort Worth, Texas - February 22, 1977 - February 25, 1977

Student pre-registration process began April 1977

Staff visited with EBCE staff at Highline, WA - April 21, 1977

Two teacher/coordinators and the project manager attended Project Awareness - April 27, 1977 - April 29, 1977

Northwest Regional Educational Laboratory training session in Portland, Oregon - May 2, 1977 to May 4, 1977

Project manager attended Debriefing Conference in Denver - June 13, 1977 to June 16, 1977

Northwest Regional Educational Laboratory training session in Bellevue - July 17, 1977 to July 21, 1977

One teacher/coordinator and project manager attended "Women in Non-Traditional Careers" workshop in Pullman, WA - July 24, 1977 to July 28, 1977

Van delivered August 16, 1977

Students registered for courses September 6, 1977 to September 7, 1977

Students began Fall Term - September 8, 1977

Van driver hired October 3, 1977

One teacher/coordinator and project manager attended school district sponsored Affirmative Action workshop - October 22, 1977 to October 23, 1977

Project manager attended Region X project leaders meeting, Medford, Oregon - December 20, 1977 to December 21, 1977

Beginning of Second Semester - January 30, 1978

Presentations to Mini-Sessions of Workshop for Washington Secondary Curriculum Director's Association - February 10 and 11, 1978

Project manager attended Second Annual EBCE National Network Conference and pre-session meeting February 27, 1978 to March 2, 1978

Evaluation Team Visitation - June 8, 1978

End of Second Semester 1977-78 - June 16, 1978

Three staff members attended the NWREL sponsored debriefing conference Denver, Colorado - June 19, 1978 to June 22, 1978

Project director participated in workshop at Washington Vocational Association Conference to explain Bellevue's EBCE Program - August 22, 1978

First Semester 1978-79 began - September 7, 1978

Project manager and vocational director attended conference of the Washington Association of School Administrators to hold workshops describing EBCE

End of First Semester 1978 - January 25, 1979

Beginning of Second Semester 1978-79 - January 29, 1979

End of 1978-79 School Year - June 15, 1979

No Cost Time Extension Approved - August 27, 1979

Beginning of 1979-80 School Year - September 6, 1979

Third High School Added to Program - September 6, 1979

End of First Semester 1979-80 - January 31, 1980

Beginning of Second Semester 1979-80 - February 4, 1980

End of Second Semester 1979-80 - June 19, 1980

End of Project - June 30, 1980

PROBLEMS

The only major departure from the project plan was our inability to organize and operate a truly functional, on-going advisory committee. In general the community instructors stated that they would be pleased to work with our students during the day but simply didn't have time to attend evening meetings. After many telephone conversations we did get several people to agree to be members of the committee. In spite of follow-up letters and reminder calls the turnout for the meeting was so small that little was accomplished. We then attempted to include EBCE with other programs under the general Vocational Education Advisory committee. Shortly thereafter the local advisory committee merged with others in the county and EBCE became lost in the business of the county group.

Subsequently we chose to form a much smaller advisory group which met at luncheons. This was somewhat more successful but there was a definite lack of continuity as it was seldom possible to get more than one or two people to consecutive meetings.

To attempt to compensate for this problem, the community resource specialist did make special contacts with selected community instructors to discuss the program and gather ideas.

These problems with the advisory committee did not hamper the project as seriously as it would a full-time EBCE project. Basically EBCE was handled as an elective career exploration class so the only problems were related to site selection and utilization. Through our efforts to work with the individual instructors we were able to compensate for lack of a large discussion group to identify weaknesses and propose program changes.

PUBLICITY

Belleviews (Staff Newsletter Bellevue Public Schools) March 1977

Belleviews (Staff Newsletter Bellevue Public Schools) April 1977

Brochure - $(CE)_2$ Community Experiences for Career Education

Bellevue Public Schools School Report - February 1977. "EBCE To Work in Local Community"

Daily Journal-American - January 19, 1977. "Pupils To Learn By Doing"

Daily Journal-American - January 20, 1977. 'School Council To Talk About Careers"

Washington State Commission for Vocational Education - Research Co-ordinating unit Digest - February 1977. "Highline Bridges the Gap Between School and Work"

Newsletter (Staff) - April 1977, June 1977, October 1977

Update - Vol. 1 No. 2, April 1977

Radio interview of project manager by Dick Harris, KIRO - October 7, 1977

Television news feature, KING-TV - October 13, 1977

School Report - Bellevue Public Schools - August 1977

Seattle Times - September 4, 1977 - "School Debates: Closures, Transfers, New Program" by Susan Schwartz

Interlake High School Soothsayer - October 14, 1977 - "$(CE)_2$ Brings Students Into the Community"

Belleviews (Staff Newsletter Bellevue Public School) November 1977

Interlake High School Soothsayer - November 18, 1977. "New Teacher Dr. Gass 'Busy'"

Bellevue Senior High School Booster Club Newsletter - November 30, 1977 - "$(CE)_2$"

Bellevue Barque (Bellevue High School) - March 10, 1978. "Federal Grants Spurs Interest in Career Opportunities"

Belleviews (Staff Newsletter Bellevue Public Schools) January and March 1978

Bellevue High School Booster Club Newsletter, March 1978 - "$(CE)_2$ = Community Experiences for Career Education" April 1978 - "A Student's Exploration of Animal Care"

Bellevue Public Schools School Report, January 1979 - "Career 'Ed' Spans All Grade Levels"

Daily Journal-American, March 16, 1978 - " 'Thieves: 'Love from the Terrace' " by Cathy Wright, $(CE)_2$ student

KOMO Radio personality Bob Gillespie interview with Jim Schulz, Project Manager - February 13, 1978. Discussed $(CE)_2$ funding and continuation.

Newsletter (Staff) - February 1978, September 1978, November 1978, and January 1979

Seattle Times - February 22, 1978 - "A 'Neat' Program - Bellevue Schools Offer First-hand Look at Careers"

Interlake High School Soothsayer - October 27, 1978 - "$(CE)_2$ Program Is Successful" and "The Career Search Is On"

Belleviews (Staff Newsletter Bellevue Public Schools) - February 1979 - "Grants Are Sought, Received"

Bellevue Public Schools School Report - January 1979 - "Career 'Ed' Spans All Grade Levels"

Bellevue Senior High School Booster Club Newsletter - March 1979 - "$(CE)_2$ Exploration" by Michelle LeSourd

Bellevue Senior High School Booster Club Newsletter - May 1979 - "Career Education $(CE)_2$" by Marni Gittinger

Newsletter (Staff) - January 1979, March 1979

Washington State Superintendent of Public Instruction - Your Public Schools - January 29, 1979 - "Free Orientation Is Available for Our Career Ed Programs"

Washington State Superintendent of Public Instruction - Your Public Schools - February 12, 1979 - "NWREL Helps Educators to Solve Variety of Problems"

Bellevue Senior High School Booster Club Newsletter - January 1980 - "$(CE)_2$ Community Experiences for Career Education"

Presentation to Optimists Club, November 7, 1979, by Jim Schulz and Roger Wing

DISSEMINATION

Bellevue has joined with EBCE projects in Colville, Highline and Kennewick to promote EBCE. Letters were sent to a number of state-wide organizations expressing our willingness and desire to make presentations at conferences. We have made presentations at the Washington Vocational Association Conference, the conference of the Washington Association of School Administrators and the Washington Association of Career Educators.

Other dissemination activities include a presentation about Bellevue's EBCE project to the Washington Secondary Curriculum Directors Association on February 10, 1978. In addition, the project manager met with counselors at Juanita High School in the Lake Washington School District and with a counselor in Bremerton to discuss EBCE and share materials developed.

The following dissemination activities occurred during the current reporting period:

Discussion between Mike Gass, teacher/coordinator and Bob Darby and Bob Mills, School Work Program, Davis High School, Yakima, WA.

Discussion between Mike Gass and Paul Mann, Career Education teacher/counselor, Mt. Si High School, North Bend, Washington.

Discussion between Mike Gass and Barbara O'Neill, Washington State Employment Security, Olympia, Washington.

An article was published in the January 29, 1979 issue of Your Public Schools, the official publication from the State Superintendent of Public Instruction. This article contained a brief statement about the EBCE projects and our project director's name as a contact person.

Materials were sent to Les Fosmire, East Valley High School, Yakima, Washington.

Materials were sent to Ms. Chris Syrjala, Nathan Hale High School, Seattle, Washington.

Materials were sent to Ms. Phyllis Houlson, Tolt Junior-Senior High School, Carnation, Washington.

The project director met with Dick Fain, principal and Sukie Sliding, Foster High School, Seattle, Washington.

The project director met with the following people at Spokane, Washington:

Buzz Richesm - West Valley High School
Ed Jenkins - West Valley High School
Lonnie Herington - West Valley High School
Jim Hensely - West Valley High School
Dennis Townsend - Central Valley High School
Gordon Sylte - Central Valley High School

Materials were sent to Deal Van De Grift - Walla Walla High School, Walla Walla, Washington.

Materials were sent to Ms. Cynthia Teiss - Prep Inc., Trenton, New Jersey.

Project director made a workshop presentation at the Career Education Conference, March 16, 1979 at Highline Publics Schools, Seattle, Washington. These workshops were attended by 27 participants.

Discussion between Mike Gass and representatives of the King County Work Training Program, Bellevue, Washington.

Chris Hashagen, Community Resource Specialist, was the guest speaker at the October 1979 meeting of the Bellevue Soroptimists.

Meeting with Jurley Stoppler, Gates Secondary School, Franklin Pierce School District, Tacoma, Washington to share EBCE information. October 1979.

Discussion between Jim Schulz and Mike Corkrum of the Edmonds School District about ways for them to approach adoption of EBCE for their alternative school. October 1979.

Letter to Dr. Ed Dodson, Inchelium School, Inchelium, Washington from Northwest Regional Educational Laboratory about EBCE.

Meeting between Betsy Morgan, Alaska and Jim Schulz to share EBCE ideas. November 7, 1979.

Meeting between Jim Schulz and Mick McDonald, Ballard High School to discuss EBCE methods and strategies. November 29, 1979.

DATA COLLECTION & EVALUATION

Throughout the operation of the project there was constant monitoring of progress with small adjustments in program where needed. The teachers developed detailed course outlines and then modified them the following year to reflect changes needed to meet goals.

At the start of the project our state RCU Director expressed a concern about EBCE site use possibly hindering other vocational programs in their efforts to recruit work sites. To determine what effect, if any, EBCE had on site availability a survey was conducted in June 1978. This survey, as contained in Appendix F, showed that EBCE had a favorable effect on the respondent's willingness to participate in other vocational programs.

A locally devised student follow-up survey (Appendix K) was completed in May 1979. This survey confirmed that occupational plans were largely tentative but also showed that many students did follow-through with activities related to their present occupational goal. The information gathered is limited due to length and scope of this project.

The third-party evaluations were used both to guide program improvements and to provide feedback relative to effectiveness of the project. In general the evaluation shows that the project was effective in reaching the major goals established in the plan.

The final third-party evaluation report is contained in section XI of this report.

STAFF EMPLOYMENT AND UTILIZATION

During the first semester of the project the director was employed on a 60% time basis to plan and direct the initial phase of program development. Other staff members had also been selected and were involved in training sessions on a release-time basis. Because of personnel hiring restrictions we were not able to relieve teachers from their current teaching assignments during mid-year.

At the start of the second semester the following personnel additions were made: Community Resource Specialist, 100%; two Teacher/Coordinators, 100% each; three Subject Area Teachers, 20% each; and a van driver/clerk on an hourly basis which was about a 70% time commitment.

In the fall of 1978-79 we were able to add the fourth subject area teacher at 20% as previously planned. This brought our project staff to the anticipated full strength.

The next change occurred in the fall of 1979. By that time we had determined that we were not realizing enough benefit from the subject area teachers to warrant continuing them on the project staff. Also we were able to include a third high school in the project and a team of three teachers joined the staff at a rate of 20% each. Program changes at Bellevue High School reduced the teacher/coordinator to a 40% involvement with the project. Through personal choice the community resource specialist dropped to 60% time employment and as a result the director was increased to 100%.

Van driver and secretarial work assignments were changed to 100% each to enable us to accomplish our goals in these areas.

STAFF DEVELOPMENT

This phase of the project has involved four primary types of activities. Each type of activity met specific purposes so the staff has worked on gaining a general overview of EBCE, handling of sex-fairness issues, sharing ideas with a neighboring project site and meeting local needs.

Training and Technical Assistance

Before writing the project proposal the four EBCE pilot models were studied. It was concluded that Northwest Regional Educational Laboratory (NWREL) would be the most helpful to us in terms of materials and assistance. As a part of this project we have contracted with NWREL for training and technical assistance. During the first year the project staff met with NWREL training staff in March, May and July for a total of 11 days. These sessions with NWREL assisted the staff in developing an understanding of EBCE and beginning adaptation of EBCE materials.

Affirmative Action

An important facet of this project is the avoidance of discriminatory practices particularly in terms of sex-role stereotyping. Staff members attended three workshops to help them identify biases and plan ways to avoid discrimination. In April 1977, three key staff members attended a three-day Project Awareness workshop which served to identify biases. Two staff members were invited to attend a "Women in Non-Traditional Careers" workshop in Pullman, Washington on July 24-28. The emphasis in this workshop was on specific career opportunities for women and ways to help them enter non-traditional occupations. The third activity was an affirmative action workshop sponsored by the Bellevue School District and emphasizing curriculum changes to facilitate sex-fairness in dealing with students.

Inter-Project Cooperation

Since there is another Part D funded site within about twenty miles there has been mutual effort to share ideas and techniques. The project staff from Bellevue and from Highline, Washington met on several occasions to discuss common concerns and share plans. Perhaps more important than these formal meetings is the on-going individual contacts both in person and by telephone.

Local Staff Interactions

During the first year a regularly scheduled weekly staff meeting provided for group discussions of progress and ways to improve our program. Later the regularly scheduled meetings were replaced by less frequent meetings which were called for specific purposes when the need arose. Again, the informal contacts between staff may well have been the most important and effection tool for program development. Staff members were housed in three high schools and the administrative center with telephones readily available. This nearness to telephones facilitates frequent contact and prompt attention to program needs.

CONCLUSIONS

This project has met the major national goal to demonstrate that selected Experience-Based Career Education strategies, techniques and materials can be successfully integrated with the existing high school program while incorporating a career cluster approach to career exploration. To accomplish this it was necessary to concentrate on the career exploration facet of EBCE as designed by Northwest Regional Educational Laboratory.

As a modified version of EBCE this program provides a good career exploration experience for students, but certainly cannot include the integrated learning process as designed by NWREL. Therefore it is important to have clear goals in mind when deciding whether to adopt the NWREL EBCE model or modify it as was done in this project.

Regardless of the approach chosen it is essential that a well-qualified community resource specialist be employed to establish sites. Such a person

will be able to acquire the cooperation of a wide range of businesses so students can have a choice of places to explore.

School to exploration site transportation is and will continue to be a problem when dealing with less than full day explorations. If a student travels for an hour out of their two or three hour block of time it leaves little time at the site. It was a real challenge to schedule explorations and van routes to best accomodate students. Public transit is often too indirect and/or school schedules seldom match transit schedules.

EBCE could be strengthened by making it a part of the vocational program, funded in the same manner as other vocational programs. Costs for a part-time EBCE program are higher than average for academic programs. The additional vocational funds could be used to cover such additional costs. Another, and perhaps more viable option would be to modify Diversified Occupations (DO) and Distributive Education (DE) work requirements to allow credit for explorations. This approach would allow the students to become familiar with a variety of occupations before making a tentative career choice thus increasing the likelihood of staying in the chosen occupation.

Expenditures for projects of this nature could be more effective if spread over a longer period of time. Especially in the current era of declining enrollments a new program competes with existing programs for students and funds. In this atmosphere it would take at least five years of support to build a program which had a reasonable change for survival. The amount of funds would not need to be increased, but the scheduling of expenditures should be made more flexible to allow for local conditions.

1979-80 SECOND-SEMESTER EVALUATION OF BELLEVUE'S EXPERIENCE BASED CAREER EDUCATION PROJECT

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1970-1980 SECOND-SEMESTER EVALUATION OF BELLEVUE'S
EXPERIENCE BASED CAREER EDUCATION PROJECT

The results of the second semester evaluation of the Bellevue School District's Community Experience for Career Education program $(CE)_2$ for the 1979-1980 school year are presented in this report. Since this is the final semester for the project, overall results for three years will also be presented.

The evaluation of the project focused on six objectives out of a total of twenty objectives proposed for the total program. These objectives are:

Category 1 - Self Awareness

Objective 1a. Students will identify and describe their own current abilities, limitations and interests.

Category 2 - Career Development

Objective 2a. Students will demonstrate an increased knowledge about occupations of greatest personal interest.

2b. Students will know about the skills required, conditions of employment, and preparation needed for a wide variety of paid and non-paid work opportunities.

2h. Students who make a tentative decision to seek a specific occupation will advance towards that goal through enrollment in an appropriate program.

Category 3 - Basic Skills

Objective 3b. Students will be aware of the level of basic skills (reading, writing, oral communications and mathematics) needed to accomplish their personal goals and will understand the relationship of that level to their current basic skills proficiency.

Category 4 - Decision-Making Skills

Objective 4b. Students will show an ability to find and use information about educational and/or training opportunities beyond the secondary level and will show evidence of improvement in their decision-making process.

All students enrolled in the $(CE)_2$ program were given written tests at the beginning and end of the semester. Thirty-eight students took both the pre- and post-tests (13 at Bellevue, 18 at Interlake and 3 at Newport). In addition, the seven students at Bellevue, 10 students at Interlake and three students at Newport were interviewed at both the beginning and end of the semester. Copies of the instruments are attached as Appendices A and B. Since participation in the program was voluntary and the population was not randomly chosen, no statistical analyses of the data were made other than computations of means, which offer a general idea of the direction of change.

The Bellevue Career Education Inventory (CEI) used for the 1979-80 school year has four major parts, each of which relates to a particular objective (see Table 1). Items for the CEI came from various sources such as the Highline District Career Education Inventory, the CMI and a pool of

items, plus three additional items included with the post-test only. Some of these items relate directly to a program objective, and some simply provide useful information. In addition, some of the objectives are determined by more than one measure (e.g., Objective 2a, which is measured by CEI, Part IV, and the Interview Guide Questions 4 and 5). First, results will be presented by objective, then the additional information obtained will be reported, and, finally, the results will be summarized and discussed.

RESULTS OF EVALUATION

Objective 1a - This objective deals with students' ability to identify and describe their own current abilities, limitations and interests. It was tested by Part II of the CEI. In Part II of the CEI students were asked to rate the amount of attention they had given to career planning on a one-to-five scale for a number of questions. Scale ratings ranged from one, "I have not given any thought to this," to five, "I have made definite plans and know what to do to carry them out." The accumulated score was then divided by 11, making a maximum possible score of 5 points and a minimum possible score of 1 point.

Results in Table 2 indicate that at all three schools there was a gain in scores with a 0.4 increase at Bellevue, a 0.2 increase at Interlake and a 0.1 gain at Newport. There was a 0.2 average increase in this area for all schools, so that students appear to have slightly increased the amount of attention they give to career planning.

Objective 2a - Objective 2a states, "students will know about the skills required, conditions of employment, and preparation needed for a wide variety of paid and nonpaid work opportunities." It is tested in part by Part IV of

the CEI, which asks students to rate the amount of attention, on a scale from one-to-five, that they have given to the job which is of most interest to them at the time of the testing. Results indicate that scores for classes at Bellevue and Newport increased from the beginning to the end of the semester. There was a 0.7 increase at Bellevue, a smaller 0.3 increase at Newport, and no change at Interlake, with an overall 0.4 gain. It appears students at all schools and in both programs either increased or remained the same in terms of their knowledge about careers which interested them.

Interview Questions 4 and 5 were also included as part of the evaluation for Objective 2a. These questions asked the students to rate the importance of nine skill areas (for Question No. 4) and four working conditions (for Question No. 5), relative to their two top job choices. Only the first choice was used in this analysis. This analysis was done on a scale of

3 = very important,

2 = important,

1 = of little importance.

The ratings for the first job choice only were then compared to the average ratings of a panel of experts composed of $(CE)_2$ staff. The panel rated each skill area relative to specific jobs without knowing if the choice was made at the pre-test or post-test period. A discrepancy score was computed for each student in each area by recording differences greater than 0.5 between student and expert ratings. A 3-point penalty score was used for student responses of "don't know" in any skill area. Both Questions 4 and 5 were scored in the same way, with low scores indicating positive results.

Results in Table 4 for Question 4 indicate that students at Bellevue did not do as well in the post-tests as they did in the pre-tests for they showed

a .11 increase in discrepancy scores. Interlake students also showed an increase of .11 in discrepancy scores, while Newport had a .15 decrease, with a small overall .02 increase for all three schools. Results show that for Question 5, Bellevue showed a decrease in scores of .03 between pre- and post-tests, and Interlake had a .13 increase in discrepancy scores. Newport had a .03 decrease in scores with an overall increase in all 3 schools of .02. Certain items showed larger and more consistent decreases in discrepancy than others, but no specific item was decreased between pre- and post-test at all three schools. For example, students at all three schools consistently increased their ability to determine "speaking" as a needed skill. Overall, it appears that Newport students were more inclined as a result of the program to understand the actual skill requirements and conditions associated with their job choices, and Bellevue and Newport students were more inclined to understand the work conditions, while Interlake showed a loss in these areas.

Objective 2b - This objective looks at students' knowledge of "skill required, conditions of employment and preparation needed for a variety of paid and nonpaid work opportunities." It was tested by Part I of the CEI. Results in Table 5 indicate that students at Bellevue showed an increase of 1.9 in their scores on this objectives. Interlake students showed a 0.1 decrease in their scores. Students at Newport also increased their scores by 0.4. Overall, the three schools in the $(CE)_2$ program showed an increase of 0.8 in students' knowledge about job requirements and it seems that students were more "aware of the world at work" at the end of the semester than at the beginning.

Objective 2h - Objective 2h states, "students who make a tentative decision to seek a specific occupation will advance towards that goal through enrollment in an appropriate program," and deals with student's actual

enrollment in training programs following high school graduation. Interview Guide Question 3 asks students to indicate whether their job choices are "definitive," "tentative," or "less than tentative." Results in Table 6 indicate that at Bellevue one student moved from the "neither" to the "definite" category. At Interlake, there were no shifts from "definite" to "tentative," and at Newport one student made that shift. Overall results indicate two students showing change in this area.

Objective 3b - This objective is concerned with students' awareness "of the Basic Skills (reading, writing, oral communications and mathematics) needed to accomplish their personal goals and (that they) will understand the relationship of that level to their current Basic Skills Proficiency." It is measured by comparing data from Interview Guide Question 4, which asked students to rate the importance of nine factors in relation to their job choice, and data from Question 6, which required students to rate how they ranked in relation to other students in their school on the same nine skill areas. Scores from each question were compared and a discrepancy score calculated. Thus, low scores indicate less discrepancy and an increased ability to match their own abilities to those required by their job choice.

Results from Table 7 indicate that at Bellevue there was an increase of 0.4 in students' discrepancy scores, indicating a slightly decreased ability to match their qualifications with job skill requirements. There was a decrease of 0.2 in scores at Interlake, indicating that students there were better able at the end of the semester to match the requirements of their job choices to their own skills, and an increase of 0.4 in scores at Newport. The overall results for all three schools showed a slight.2 increase in scores and thus partial support for attainment of that objective.

Objective 4b - Objective 4b deals with students' ability to find and use information on educational and/or training opportunities beyond the secondary level, and looks at evidence of improvement in their decision-making process. The latter part of this objective is tested by Part III of the CEI. At all three schools there were increases in scores. Bellevue showed a large 1.9 increase, and Interlake also had a large increase of 1.20 while Newport showed a gain of 1.0. Results in Table 8 indicate that, overall, $(CE)_2$ students did increase their career decision skills with a gain of 1.4 on a 20-point scale.

Question 7 of the Interview Guide dealt with students' abilities to determine the amount of education required for their preferred occupation. Answers to this question and to Question 8 were determined by a panel of experts from Bellevue schools, who rate student responses to Numbers 7 and 8 on accuracy and completeness on a 5-point scale. The experts rated the responses in random order and did not know at the time of the rating which were pre-test and which post-test. Results in Table 9 for Question 7 indicate increases at Bellevue and Interlake, and a decrease at Newport, with an overall increase of 0.3 in students' abilities to determine amount of education needed for their chosen occupation.

Question 8 of the Interview Guide looked at students' knowledge of the schools available to provide training for their job choices. These responses were rated in the same manner as Question 7. Results of Table 9 again show gains at Bellevue of 0.7 and at Interlake of 0.8 with a slight loss at Newport of 0.3. There was an overall increase of 0.4 in students' abilities to determine which schools would provide relevant training and/or education.

Results show that Objective 4b has been generally attained by the $(CE)_2$ program in terms of an increase in students' knowledge about the requirements and location of educational and training opportunities, and in regard to students' career decision-making skills.

STUDENT EVALUATION OF THE PROGRAM

Students were asked in the post-interviews to evaluate certain aspects of the course. Results in Table 10 responses for two of the three evaluation questions. When asked in Question 9 what impact involvement in the $(CE)_2$ program had on their overall attitude toward school, five students at Bellevue High rated it 3, and one each rated 4 or 5 on a 5-point scale. Four students at Interlake also indicated improvement in overall attitude toward the school by rating it 4 or 5 out of 5 points, while six students indicated a 3 rating. The three Newport students gave their overall attitude either a 4 or 5 rating. Overall ratings for all schools showed 9 of the 20 students believed that the program had improved their attitudes.

Question 10 asked what influence involvement in the $(CE)_2$ program had on students' commitments to improving their skills such as reading, writing and math. Most of the respondents at Bellevue and Interlake thought that the program influence rated a neutral 3. One student at Bellevue, two at Interlake and one at Newport rated it at a 4, two students at Bellevue and one each at Interlake and Newport rated it at a 5.

Students generally appeared to be either neutral or positive in terms of how program involvement had affected their attitude toward school and their acquisition of skills. They were also asked specifically how any increased

commitment had been shown. Selected responses to this question were as follows:

"The program made me think of things I have to prepare for if I want to get a good job."

"I became aware of my deficiencies and wanted to improve them."

"The class made me try harder."

"I was encouraged to do work and I saw how important it is and how necessary it is to study harder."

"I realized I need to develop my math, reading and writing skills."

"I've worked a lot harder in developing my skills."

Question 11 of the Interview Guide asked students for their suggestions for improving the program. Several Bellevue students felt that the course should be a year long, not just a semester, because there was not enough time to visit everything. Other comments included:

"Less work in class, and more explorations."

"Less polls and surveys."

"Set it up so there is more to do when we go to occupations - they don't give us enough to do."

"There are too many hours needed for credit points and it is difficult to get so many."

"More money for transportation and outside projects."

"The program assumes you already know what you want to do. It's probably better for juniors and seniors."

Several students at Interlake had some positive comments:

"It's pretty good as it is."

"The program is great."

"I liked the class."

"It's O.K. the way it is."

They also had specific suggestions for improvement such as:

"There should be more time for explorations. I work and there wasn't enough time.

"It would be better to split the 8 hour requirement at one site, to different sites.

"Make it easier to get to places. It's hard to get to places only 2 days a week, especially if you don't have other means of transportation."

"Community instructors should be screened before we go out, because many times they're not prepared to talk about their jobs."

"We need review or follow-up of the speakers. They come andgo, and we need a test or review to retain the info."

"We need more commitment. People who are not comitted or interested in learning slow theclass down."

At Newport students commented:

"The explorations are fine."

"It's hard to keep up my own job, and do the work, so that I don't fall behind in school."

The $(CE)_2$ program appeared to have an impact on student's overall responses to school, rather than on enrollment in specific courses. They felt the program had given them encouragement to work harder and to sharpen their skills for use in their future job choices. They realized the necessity of those skills so that school became an important way for them to implement their goals.

Student's recommendations centered around the explorations: increasing their number, readjusting the number of hours needed for them, and improving the quality of the presentations of the community instructors. They also felt that the speakers should be more integrated into the program through some follow-up procedure, and that the transportation process could be improved.

SUMMARY AND CONCLUSIONS

Table 11 summarizes the overall evaluation of the various objectives. The results of the CEI, Part II, which tested Objective 1a, shows that students did increase their ability to identify and describe their abilities, limitations and interests.

Objective 2a, which looks at student's increased knowledge about occupations of interest to them, was generally supported by the CEI results. Students made gains in this area at two schools with no change at one school. However, results of the Interview Guide's Questions 4 and 5 indicate that overall no gains were made in Objective 2a. Newport showed some increases in the skills requirement and job conditions section, Bellevue made gains in the job conditions section while Interlake decreased in both areas.

Additional information which relates to Objective 2a is Question 2 from the Interview Guide, which asked students if they had observed or worked at one or both of their job choices. Results in Table 12 indicate that by the end of the semester, all the Newport students had observed at least one of their top job choices, at Interlake, eight out of ten students had observed at least one of these job choices, and at Bellevue six out of seven students had observed their job choices.

Objective 2b dealt with student knowledge about the skills required, the conditions of employment and preparation needed for a wide variety of jobs. A large increase was attained at Bellevue and a smaller one at Newport, and it can be concluded that support for this objective was generally attained, at least at those schools where students did increase their knowledge in this area.

Objective 2h, which looked at students who made tentative job choice decisions and the extent of their progress toward their occupational goal, was not evaluated, although it is interesting to note a total shift in the direction of more definite commitment to job choices.

Evaluation of Objective 3b looked at students' awareness of the level of basic skills needed to accomplish their personal goals and the relationship of that level of their own skill proficiency, and was measured by a comparison of Interview Guide Questions 4 and 6. This objective was partially supported, since there were increases at Bellevue and at Newport, and a small decrease at Interlake in students' ability to determine basic skills required for their job choice. Thus, students appeared to show some small gain in their ability to determine their own abilities, and therefore this objective did attain some support.

The final objective, 4b, dealt with career decision skills and students' abilities to find and use information about educational and training requirements and opportunities for their job choice. Results for the career decision skills section indicate attainment of this objective, there was a strong increase in scores at all three schools. Students did increase their abilities in this general area of career decision skills.

The second part of Objective 4b, which was concerned with students' information gathering and utilization abilities, showed increases in scores, except for decreases at Newport in both sections, so that attainment of this part of the objective can be said to be generally supported. Students seem to be increasing somewhat in their abilities to find out useful and pertinent information that is specific to their own occupational choices.

There appeared to be consistent indications that one of the primary values of the $(CE)_2$ program has been to widen the range of experience available to students so that they are better able to make reasonable decisions about their future work. Students found the program particularly useful in allowing them to focus in on more specific career choices, make more realistic assessments of those choices, and see the training opportunities available towards attainment of their goals. Actually seeing people at work and what the work world was like seemed to help students to think about job possibilities, and to expand their own interests and abilities related to these future opportunities.

TABLE 1

Summary of Evaluation Instruments*

Objective	Written test	Interview	Specific Instrumentation
1-a	X	X	CEI, Part II
2-a	X	X	CEI, Part IV; IG #4, #5
2-b	X		CEI, Part I
2-h		X	IG, #3
3-b		X	IG, #4, #6
4-b	X	X	CEI, Part III; IG #7, 8

*This table summarizes the evaluation instruments to be used for each objective. Abbreviations used are: CEI - revised Bellevue Career Education Inventory; IG - revised Bellevue Career Education Interview Guide.

TABLE 2

ATTENTION TO CAREER PLANNING

		Bellevue (13)	Interlake (18)	Newport (3)	Total (34)
Objective 1a	Pre	3.0	3.4	3.5	3.3
	Post	3.4	3.6	3.6	3.5
	Gain or Loss	+.4	+.2	+.1	+.2

*This table shows the amount of time and attention students report to have given certain aspects of career planning. See Part II of Appendix A for actual questions used. Scores listed are mean scores for each group. The maximum possible score on this self-assessment activity was 5 points. Numbers in parentheses indicate the number of students included in the testing.

TABLE 3

KNOWLEDGE RELATIVE TO OCCUPATION OF INTEREST*

		Bellevue (13)	Interlake (18)	Newport (3)	Total (34)
Objective 2a	Pre	2.9	2.9	3.3	3.0
	Post	3.6	2.9	3.6	3.4
	Gain or Loss	+.7	-0-	+.3	+.4

*This table summarizes the students' self-report of attention given to the job which is currently of highest interest. For actual question, see Part IV of the CEI (Appendix A). Scores reported are mean scores for each group of all eleven items. Maximum score is 5 points. Numbers in parentheses indicate the number of students included in the testing.

TABLE 4A

ANALYSES OF INTERVIEW ITEMS 4 AND 5*
FOR BELLEVUE AND INTERLAKE

	Bellevue (7)			Interlake (10)		
	Pre	Post	Difference	Pre	Post	Difference
Discrepancy Score (#4)						
Reading Speed	.27	.24	-.03	.75	.58	-.17
Reading Comprehension	.24	.24	-0-	.75	1.03	+.28
Writing (not penmanship)	.15	.35	+.20	.60	1.12	+.52
Speaking	.12	-0-	-.12	.45	.45	-0-
Math	.24	.28	+.04	.35	.54	+.19
Mechanical Ability	.12	.63	+.51	.90	.63	-.27
Drawing and Design Skills	.06	.17	+.11	.25	.31	+.06
Working with People	.18	.21	+.03	.30	.27	-.03
Ability to Work in Unclear Situations	.33	.56	+.23	.70	1.08	+.38
Mean Overall Discrepancy Score (#4)	.19	.30	+.11	.56	.67	+.11
Discrepancy Score (#5)						
Regular Work Hours	.30	.17	-.13	.75	.76	+.01
High Salary	.15	.24	+.09	.40	.49	+.09
Interaction with People	.24	.21	-.03	.30	.36	+.06
Working Independently	.33	.28	-.05	.65	1.03	+.38
Mean Overall Discrepancy Score (#5)	.26	.23	-.03	.53	.66	+.13
Number of Students with at Least One "Don't Know"	0	0	0	0	0	0

*This table summarizes Interview Guide Questions 4 and 5. For actual questions, see Appendix A. Students rated the above skill areas and work conditions relative to their top job choice. These answers were compared with ratings of a panel of experts and difference scores computed. Therefore, low scores are positive. Numbers in parentheses indicate number of students in each group.

TABLE 4B

ANALYSES OF INTERVIEW ITEMS 4 AND 5*
FOR NEWPORT AND TOTALS FOR BELLEVUE, INTERLAKE AND NEWPORT

	Newport (3)			Total (20)		
	Pre	Post	Difference	Pre	Post	Difference
Discrepancy Score (#4)						
Reading Speed	.30	1.35	+1.05	.44	.72	+.28
Reading Comprehension	.90	1.20	+ .30	.63	.82	+.19
Writing (not penmanship)	.60	1.20	+ .60	.45	.89	+.44
Speaking	.75	.75	-0-	.44	.40	-.04
Math	1.35	.60	- .75	.65	.41	-.24
Mechanical Ability	1.50	.45	-1.05	.84	.57	-.27
Drawing and Design Skills	1.05	-0-	-1.05	.45	.16	-.29
Working with People	.60	.45	- .15	.36	.31	-.05
Ability to Work in Unclear Situations	1.35	1.05	- .30	.79	.90	-.11
Mean Overall Discrepancy Score (#4)	.93	.78	- .15	.56	.58	+.02
Discrepancy Score (#5)						
Regular Work Hours	.75	.75	-0-	.60	.56	-.04
High Salary	1.80	.75	-1.05	.78	.49	-.29
Interaction with People	.30	-0-	- .30	.28	.19	-.09
Working Independently	1.20	2.40	+1.20	.73	1.24	+.51
Mean Overall Discrepancy Score	1.01	.98	- .03	.60	.62	+.02
Number of Students with at Least One "Don't Know"	0	0	0	0	0	0

*This table summarizes Interview Guide Questions 4 and 5. For actual questions, see Appendix A. Students rated the above skill areas and work conditions relative to their top job choice. These answers were compared with ratings of a panel of experts and difference scores computed. Therefore, low scores are positive. Numbers in parentheses indicate number of students in each group.

TABLE 5

AWARENESS OF THE WORLD OF WORK

		Bellevue (13)	Interlake (18)	Newport (3)	Total (34)
Objective 2b	Pre	15.6	16.7	17.3	16.5
	Post	17.5	16.6	17.7	17.3
	Gain or Loss	+1.9	-.1	+.4	+.8

*This table summarizes attainment of Objective 2b. See Part I of Appendix A for actual questions used. Scores reported are mean scores for each group. The maximum socre for this objective was 26. Numbers in parentheses indicate the number of students included in the testing.

TABLE 6

OBJECTIVE 2h - PROGRAM ENROLLMENT*

		Bellevue (7)			Interlake (10)			Newport (3)			Total (20)		
		Def.	Tent.	Neither	Def.	Tent.	Neither	Def.	Tent.	Neither	Def.	Tent.	Neither
Objective 2h	Pre	3	3	1	3	7	0	2	1	0	8	11	1
	Post	4	3	0	3	7	0	3	0	0	10	10	0
	Gain or Loss	+1	-0-	-1	-0-	-0-	-0-	+1	-1	-0-	+2	-1	-1

*This table summarizes responses to Interview Guide Question 3, which asks students if their job choices are definite, tentative, or neither (less than tentative). Numbers in parentheses indicate the number of students included in the testing.

TABLE 7

LEVEL OF BASIC SKILLS NEEDED FOR JOB CHOICE
IN RELATION TO OWN SKILLS ASSESSMENT*

		Bellevue (7)	Interlake (10)	Newport (3)	Total (20)
Objective 3b	Pre	5.3	4.9	6.3	5.5
	Post	5.7	4.7	6.7	5.7
	Gain or Loss	+.4	-.2	+.4	+.2

*This table deals with student's awareness of basic skills required to accomplish personal goals as measured in Interview Guide Question 4, and the understanding of the relationship between that level and the student's own basic skills proficiency as measured in Interview Guide Question 6. Scores are obtained by comparing discrepancy of scores between Questions 4 and 6. Low scores are considered positive, as they indicate less discrepancy. Numbers in parentheses show number of students in the testing.

TABLE 8

CAREER DECISION SKILLS*

		Bellevue (13)	Interlake (18)	Newport (3)	Total (34)
Objective 4b	Pre	7.2	10.3	9.3	8.9
	Post	9.1	11.5	10.3	10.3
	Gain or Loss	+1.9	+1.20	+1.0	+1.4

*This table summarizes the measurement of Objective 4b. For actual items see Part III of Appendix A. Scores reported are mean scores for each group. Maximum score for this section is 20. Numbers in parentheses refer to the number of students tested.

TABLE 9

SUMMARY OF INTERVIEW RESPONSES FOR OBJECTIVE 4b*

			Bellevue (7)	Interlake (10)	Newport (3)	Total (20)
Objective 4b	#7. Amount of education required for selected occupation	Pre	3.8	4.2	4.6	4.2
		Post	4.8	4.6	4.0	4.5
		Gain or Loss	+1.0	+.4	-.6	+.3
	#8. Schools providing training in selected occupations	Pre	3.8	3.9	2.3	3.3
		Post	4.5	4.7	2.0	3.7
		Gain or Loss	+.7	+.8	-.3	+.4

*This table summarizes average responses to Interview Guide Questions 7 and 8. For actual questions, see Appendix B. Responses were scored on a scale of 1 to 5. Numbers in parentheses indicate number of students in the testing.

TABLE 10

SUMMARY OF STUDENT FEEDBACK*

		Bellevue	Interlake	Newport	Total
#9. Overall attitude toward school	Much Worse				
	1	0	0	0	0
	2	0	0	0	0
	3	5	6	0	11
	4	1	3	2	6
	5	1	1	1	3
	Much Improved				
#10a. Influence of improving skills	None				
	1	0	1	0	1
	2	0	0	0	0
	3	4	6	1	11
	4	1	2	1	4
	5	2	1	1	4
	A Great Deal				

*This table presents a frequency distribution of responses to Interview Guide Questions 9 and 10. For actual questions see Appendix B.

TABLE 11

SUMMARY OF FIRST SEMESTER EVALUATION

Objective	Item Source	Overall Evaluation of Objective
1a	CEI, Part II	Supported
2a	CEI, Part IV IG #4, 5	Partially Supported Not Supported
2b	CEI, Part I	Supported
2h	IG #3	Not Evaluated
3b	IG #4, 6	Partially Supported
4b	CEI, Part III IG #7, 8	Supported Partially Supported

TABLE 12

OBSERVED, WORKED ON JOB*

	Bellevue			Interlake			Newport			Total		
	Both	One	Neither	Both	One	Neither	Both	One	Neither	Both	One	Neither
Pre	1	5	1	5	2	3	1	1	1	7	8	5
Post	5	1	1	3	5	2	3	0	0	11	6	3
Gain or Loss	+4	-4	-0-	-2	+3	-1	+2	-1	-1	+4	-2	-2

*This table summarizes responses to Interview Guide Question 2. For actual question, See Appendix B.

SUMMARY OF THE EXPERIENCE BASED

CAREER EDUCATION PROJECT

1977 - 1980

The $(CE)_2$ program began in the Bellevue schools in the first semester of the 1977-78 school year, and continued until June, 1980. The following section will review, compare and summarize results from those three school years, 1977-78, 1978-79, and 1979-80. Only year-end results for the total district were used in the analysis so that the overview presented is one that is generalized over schools and semesters. The information presented, however, should be sufficient to provide a summary of the program. The results will be presented by objective and will include only Bellevue and Interlake as Newport was tested for only one year.

Category 1 - Self Awareness

The first objective, "students will identify and describe their own current abilities, limitations and interests," is shown in Table 13. Results indicate that there were increases for both schools in all three years with a large increase in 1977-78, and also in 1978-79, and a somewhat smaller one in 1979-80. The overall total gain was 0.4, so that attainment of this objective appears to be supported.

Category 2 - Career Development

Objective 2a was "students will demonstrate an increased knowledge about occupations of greatest personal interest" and Table 14 again shows increases for both schools for all three years. The largest gains were 1977-78, with

smaller ones in the two succeeding years. The overall gain for all three years was 0.8.

This objective was also tested by Interview Guide Questions 4 and 5, and in this area low scores indicate less discrepancy between students' and experts' ratings. Results in Table 15 indicate that in 1977-78 there was no change in scores for question 4 and a small increase in scores for question 5. The results are the same since the report for this year aggregated scores for both schools. 1978-79 both Bellevue and Interlake had decreases in scores for Question 4, with an increase for Bellevue, and a decrease for Interlake on Question 5. Results for the final year, 1979-80, show both Bellevue and Interlake had increases in scores on Question 4, and a decrease for Bellevue on Question 5, with an increase for Interlake overall. Total scores indicate no change on Question 4 and a slight increase for Question 5. Since results from CEI, Part IV indicate an increase, and those from Interview Guide Questions 4 and 5 show either no change or a decrease; this particular objective can be said to have been only partially supported.

The second objective in this category was 2b, "students will know about the skills required, conditions of employment, and preparation needed for a wide variety of paid and non-paid work opportunities." Table 16 shows that for 1977-78 both Bellevue and Interlake had increases in their scores. For 1978-79 Bellevue and Interlake decreased, and for 1979-80 Bellevue increased while Interlake decreased their scores. The overall total gain was 0.7, so that even though there were some decreases, the objective was generally attained.

Object 2h was, "students who make a tentative decision to seek a specific occupation will advance towards that goal through enrollment in an appropriate program." Table 17 indicates that for both schools for all three years, students

moved in the direction of a firmer decision in terms of their career choices. The only exception was in 1979-80 for Interlake, where one student moved from the "definite" to the "tentative" category. Overall results show that 18 students moved from "undecided" to either "tentative" choice. These results appear to indicate that students were becoming more decisive about career choices.

Category 3 - Basic Skills

Objective 3b was "students will be aware of the level of basic skills (reading, writing, oral communications, and mathematics) needed to accomplish their personal goals and will understand the relationship of that level to their current basic skills proficiency." Low scores in this area indicate less discrepancy between students' and experts' ratings. Results in Table 18 show that in 1977-78 both schools had increases in their scores, and in 1978-79 both schools had decreases. Bellevue had no change in scores for 1979-80, and Interlake had an increase in scores for that year. There was an overall total gain of 0.1, so that this objective appears to have been partially attained.

Category 4 - Decision-Making Skills

The final objective was 4b, "students will show an ability to find and use information about educational and/or training opportunities beyond the secondary level and will show evidence of improvement in their decision-making process." Results in Table 19 show that Bellevue and Interlake increased their scores for 1977-78, Bellevue decreased in 1978-79, while Interlake increased, and both schools had an increase in 1979-80. The overall total increase was 0.4

Objective 4b was also tested by Interview Guide questions 7 and 8. Results in Table 20 show that both schools had increases in all three years

for both questions. The total overall gain for Question 7 was 0.6 and for Question 8 was 1.0. Since increases occurred for all measures of this objective, it appears to have been attained by the $(CE)_2$ program.

Students were asked at the end of all semesters how participaton in the $(CE)_2$ program had affected their overall attitude towards school. Total results in Table 21 show that only two students thought the program had made their attitude worse, while 41 gave it a neutral rating. Forty-nine students gave a rating of 4, and 28 gave a rating of 5, which were at the upper "much improved" end of the scale.

They were also asked if the program had influenced their commitment to improve their skills, and overall results in Table 21 indicate that 22 students thought that the program had a negative influence, 44 gave it a neutral rating and 41 and 13 gave it a 4 and 5 rating, respectively, which was at the upper, "a great deal" end of the scale.

Results from both questions indicate that, overall, students appeared to have improved their attitude towards school and also increased their commitment to improving their skills as a result of participating in the program. A summary of the results for all three years in Table 22 indicates that three objectives were clearly attained, and two more were partially attained (one part of objective 2a was supported and one was not), so that overall, the Bellevue $(CE)_2$ was able to achieve its goals and objectives of providing students with an opportunity to develop an increased understanding of themselves and their place in their future world of work.

TABLE 13

ATTENTION TO CAREER PLANNING

		Bellevue			Interlake			Total
		1977-78 (34)	1978-79 (40)	1979-80 (26)	1977-78 (27)	1978-79 (40)	1979-80 (37)	1977-1980 (204)
Objective 1a	Pre	2.9	3.1	3.2	3.5	3.4	3.3	3.2
	Post	3.6	3.5	3.5	3.6	3.8	3.6	3.6
	Gain or Loss	+.7	+.4	+.3	+.1	+.4	+.3	+.4

*This table shows the amount of time and attention students report to have given to certain aspects of career planning. See Part II of Appendix A for actual questions used. Scores listed are mean scores for each group. The maximum possible score on this self-assessment activity was 5 points. Numbers in parentheses indicate the number of students included in the testing.

TABLE 14

KNOWLEDGE RELATIVE TO OCCUPATION OF INTEREST*

		Bellevue			Interlake			Total
		1977-78 (34)	1978-79 (40)	1979-80 (26)	1977-78 (27)	1978-79 (40)	1979-80 (37)	1977-1980 (204)
Objective 2a	Pre	2.5	2.9	3.1	2.9	3.1	3.0	2.9
	Post	3.8	3.5	3.6	4.0	3.9	4.4	3.7
	Gain or Loss	+1.3	+.6	+.5	+1.1	+.8	+.3	+.8

*This table summarizes the students' self-report of attention given to the job which is currently of highest interest. For actual question, see Part IV of the CEI (Appendix A). Scores reported are mean scores for each group on all eleven items. Maximum score is 5 points. Numbers in parentheses indicate the number of students included in the testing.

TABLE 15

ANALYSIS OF INTERVIEW ITEMS 4 AND 5*

	Bellevue									Interlake									Total
	1977-78 (13)			1978-79 (21)			1979-80			1977-78 (13)			1978-79 (21)			1979-80			1977-1980		
	Pre	Post	Diff	Pre	Post	Diff	Pre	Post	Diff	Pre	Post	Diff	Pre	Post	Diff	Pre	Post	Diff	Pre	Post	Diff
Discrepancy Score (#4)																					
Reading Speed	.57	.50	-.7	.46	.32	-.14	.14	.21	+.7	.57	.50	-.7	.34	.29	-.5	.48	.34	-.14	.43	.36	-.7
Reading Comprehension	.52	.47	-.5	.26	.31	+.5	.12	.33	+.21	.52	.47	-.5	.41	.14	+.27	.40	.67	+.27	.37	.40	+.3
Writing (not penmanship)	.57	.66	+.9	.60	.38	-.22	.24	.43	+.19	.57	.66	+.9	.40	.52	+.12	.40	.75	+.35	.46	.57	+.11
Speaking	.60	.42	-.18	.31	.38	+.7	.19	.34	+.15	.60	.42	-.18	.06	.29	+.23	.34	.38	+.4	.35	.37	+.2
Math	.44	.38	-.6	.29	.31	+.2	.21	.31	+.10	.44	.38	-.6	.47	.31	-.16	.28	.37	+.9	.36	.34	-.2
Mechanical Ability	.27	.41	+.14	.50	.43	-.7	.27	.57	+.30	.27	.41	+.14	.84	.68	-.16	.53	.39	-.14	.50	.48	-.2
Drawing and Design Skills	.27	.33	+.6	.51	.47	-.4	.16	.21	+.5	.27	.33	+.6	.20	.18	-.2	.22	.25	+.3	.27	.26	.1
Working with People	.49	.48	-.1	.18	.26	+.8	.22	.23	+.1	.49	.48	-.1	.19	.04	-.15	.35	.34	-.1	.32	.31	.1
Ability to Work in Unclear Situations	.41	.49	+.8	.47	.29	-.18	.25	.27	+.2	.41	.49	+.8	.26	.14	-.12	.53	.72	+.19	.39	.40	+.1
Mean Overall Discrepancy Score (#4)	.46	.46	0	.37	.34	-.3	.20	.25	+.5	.46	.46	0	.35	.29	-.6	.41	.47	+.6	.38	.38	0
Discrepancy Score (#5)																					
Regular Work Hours	.37	.30	-.7	.22	.24	+.2	.36	.9	-.27	.37	.30	-.7	.55	.40	-.15	.60	.45	-.15	.41	.30	-.11
High Salary	.40	.49	+.9	.10	.17	+.7	.20	.21	+.1	.40	.49	+.9	.52	.51	-.1	.25	.32	+.7	.31	.37	+.6
Interaction with People	.57	.65	+.8	.54	.32	-.22	.21	.27	+.6	.57	.65	+.8	.23	.14	-.9	.28	.41	+.13	.40	.41	+.1
Working Independently	.66	.68	+.2	.20	.39	+.19	.25	.31	+.6	.66	.68	+.2	.60	.41	-.19	.50	.59	+.9	.48	.51	+.3
Mean Overall Discrepancy Score (#5)	.50	.53	+.3	.13	.18	+.5	.26	.24	-.21	.50	.53	+.3	.29	.24	-.5	.41	.44	+.3	.35	.36	+.1
Number of Students with at Least One "Don't Know"	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*This table summarizes Interview Guide Questions 4 and 5. For actual questions, see Appendix A. Students rated the above skill areas and work conditions relative to their top job choice. These answers were compared with ratings of a panel of experts and difference scores computed. Therefore, low scores are positive. Numbers in parentheses indicate number of students in each group.

**Scores are for both Bellevue and Interlake.

TABLE 16

AWARENESS OF THE WORLD OF WORK*

		Bellevue			Interlake			Total
		1977-78 (34)	1978-79 (40)	1979-80 (26)	1977-78 (27)	1978-79 (40)	1979-80 (37)	1977-1980 (240)
Objective 2b	Pre	15.4	17.2	16.2	15.7	17.3	17.0	16.5
	Post	17.3	16.6	17.8	16.3	18.3	16.4	17.2
	Gain or Loss	+1.9	-.6	+1.6	+.6	-1.0	-.6	+.7

*This table summarizes attainment of Objective 2b. See Part I of Appendix A for actual questions used. Scores reported are mean scores for each group. The maximum score for this objective was 26. Numbers in parentheses indicate the number of students included in the testing.

TABLE 17

OBJECTIVE 2h - PROGRAM ENROLLMENT*

		Bellevue									Interlake									Total		
		1977-78** (13)			1978-79 (21)			1979-80 (10)			1977-78** (13)			1978-79 (12)			1979-80 (20)			1977-1980 (98)		
		D	T	N	D	T	N	D	T	N	D	T	N	D	T	N	D	T	N	D	T	N
Objective 2h	Pre	5	1	7	8	11	2	3	6	1	5	1	7	9	11	1	8	12	0	38	42	18
	Post	9	4	0	10	11	0	7	3	0	9	4	0	12	9	0	7	13	0	54	44	0
	Gain or Loss	+4	-3	-7	+2	0	-2	+4	-3	-1	+4	-3	-7	+3	-2	-1	-1	+1	0	+16	+2	-18

*This table summarizes responses to Interview Guide Question 3, which asks students if their job choices are definite, tentative or neither (D, T, N) (less than tentative). Numbers in parentheses indicate the number of students included in the testing.

**These scores are averages for both schools.

TABLE 18

LEVEL OF BASIC SKILLS NEEDED FOR JOB CHOICE
IN RELATION TO OWN SKILLS ASSESSMENT

		Bellevue			Interlake			Total
		1977-78 (13)	1978-79 (21)	1979-80 (10)	1977-78 (13)	1978-79 (21)	1979-80 (20)	1977-1980
Objective 3b	Pre	6.5	5.4	6.2	6.5	5.4	4.6	5.8
	Post	6.8	4.8	6.2	6.8	4.7	4.9	5.7
	Gain or Loss	+.3	-.6	0	+.3	-.7	+.3	+.1

*This table deals with student's awareness of basic skills required to accomplish personal goals as measured in Interview Guide Question 4, and the understanding of the relationship between that level and the student's own basic skills proficiency as measured in Interview Guide Question 6. Scores are obtained by comparing discrepancy of scores between Questions 4 and 6. Low scores are considered positive, as they indicate less discrepancy. Numbers in parentheses show number of students in the testing.

TABLE 19

CAREER DECISION SKILLS*

		Bellevue			Interlake			Total
		1977-78**	1978-79	1979-80	1977-78**	1978-79	1979-80	1977-1980
		(34)	(40)	(26)	(27)	(40)	(37)	
Objective 4b	Pre	7.3	10.3	8.1	7.2	10.9	9.5	8.9
	Post	7.5	10.1	9.7	7.5	11.0	10.2	9.3
	Gain or Loss	+.2	-.2	+1.6	+.3	+.1	+.7	+.4

*This table summarizes the measurement of Objective 4b. For actual items see Part III of Appendix A. Scores reported are mean scores for each group. Maximum scores for this section is 20. Number in parentheses refer to the number of students tested.

**For 1977-78, Career Decision Skills was divided into 2 sections with a total of 22, rather than 20 items.

TABLE 20

SUMMARY OF INTERVIEW RESPONSES FOR OBJECTIVE 4b*

			Bellevue			Interlake			Total
			1977-78 (24)**	1978-79 (21)	1979-80	1977-78 (24)**	1978-79 (21)	1979-80	1977-1980
Objective 4b	#7. Amount of education required for selected occupation	Pre	2.8	3.6	3.3	2.8	3.6	4.3	3.4
		Post	3.2	4.6	3.6	3.2	4.7	4.5	4.0
		Gain or Loss	+.4	+1.0	+.3	+.4	+1.1	+.2	+.6
	#8. Schools providing training in selected occupations	Pre	1.6	2.8	3.1	1.6	3.1	3.9	2.7
		Post	2.9	4.1	3.8	2.9	4.0	4.7	3.7
		Gain or Loss	+1.3	+1.3	+.7	+1.3	+.9	+.8	+1.0

*This table summarizes average responses to Interview Guide Questions 7 and 8. For actual questions, see Appendix B. Responses were scored on a scale of 1 to 5. Numbers in parentheses indicate number of students in the testing.

*Scores are an average for both schools.

TABLE 21

SUMMARY OF STUDENT FEEDBACK*

		Bellevue			Interlake			Total
		1977-78 (24)**	1978-79 (21)	1979-80 (10)	1977-78 (24)**	1978-79 (21)	1979-80 (20)	1977-1980 (120)
#9. Overall attitude toward school	Much Worse							
	1	0	0	0	0	0	0	0
	2	0	1	0	0	1	0	2
	3	5	9	7	5	8	7	41
	4	10	8	2	10	8	11	49
	5	9	3	1	9	4	2	28
	Much Improved							
#10a. Influence of improving skills	None							
	1	2	2	1	2	3	1	11
	2	2	3	0	2	3	1	11
	3	6	6	5	6	8	13	44
	4	10	9	2	10	6	4	41
	5	4	1	2	4	1	1	13
	A Great Deal							

*This table presents a frequency distribution of responses to Interview Guide Questions 9 and 10. For actual questions, see Appendix B.

**Scores are averages for both schools

TABLE 22

SUMMARY OF 1977-1980 EVALUATION

Objective	Item Source	Overall Evaluation of Objective
1a	CEI, Part II	Supported
2a	CEI, Part IV IG, #4, 5	Supported Not Supported
2b	CEI, Part I	Supported
2h	IG #3	Not Evaluated
3b	IG #4, 6	Partially Attained
4b	CEI, Part III IG #7, 8	Supported Supported

TABLE 23

OBSERVED, WORKED AT JOB*

	Bellevue									Interlake									Total		
	1977-78 (13)**			1978-79 (21)			1979-80 (10)			1977-78 (13)**			1978-79 (21)			1978-79 (20)			1977-1980 (98)		
	B	I	N	B	I	N	B	I	N	B	I	N	B	I	N	B	I	N	B	I	N
Pre	2	10	1	5	10	6	1	6	3	2	10	1	4	6	11	8	6	6	22	48	28
Post	6	7	0	11	10	0	5	4	1	6	7	0	12	8	1	7	10	3	47	46	5
Gain or Loss	+4	-3	-1	+6	0	-6	+4	-2	-2	+4	-3	-1	+8	-2	-10	-1	+4	-3	+25	-2	-23

*This table summarizes responses to Interview Guide Question 2. For actual question, see Appendix B.

**Scores are an average for both schools.

APPENDICES FOR
FINAL REPORT

Project No. 502AH60110

Grant No. G10-0001 (502)

Bellevue's Experience-Based Career Education Program

Exemplary Project In Vocational Education
Conducted Under
Title I, Part D of Public Law 90-576

Prepared by:
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30 June 1980

APPENDICIES

A. Cluster Packages

B. Explorations by Student

C. Explorations by Cluster Groupings

D. Community Resource Use

E. $(CE)_2$ Community Resources

F. $(CE)_2$ Community Participation Survey

G. Course Outlines

H. Career Exploration Guide (Revised)

I. Publicity

J. Evaluation Instruments

K. Student Follow-Up

APPENDIX A

APPENDIX A

OCCUPATIONAL CLUSTER PACKAGES

Bellevue Public Schools
February 1979

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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OCCUPATIONAL CLUSTERS

Occupational clusters are used to group occupations with common characteristics to faciliate career awareness, exploration, and preparation. The occupational cluster system provides for the appropriate focus of study at each level.

The cluster structure satisfies awareness needs through attention to the general area encompassed. It is readily subdivided into its component parts to illustrate the many facets of the cluster.

Specific industries and employers are identified for each cluster. The cluster can be used to permit students to explore a variety of industries in terms of characteristics of interest to them, many occupations at the same time, and occupations at various skill levels within an industry. The identification of industries and employers provides for development of teaching strategies consistent with the principle of active hands-on exploration.

Finally, the cluster provides the frame work for development of programs which take advantage of related skills or related occupations. Involved students may thus develop adaptable and saleable skills. Continued exploration may be satisfied by including occupations at all skill levels.

It is expected that students, who have explored one or more career clusters, will select one cluster for development of entry level skills. They will then become employed and continue in their training or they will elect more intensive skills training prior to entrance into employment. The breadth gained in the cluster experience will permit them to select from a variety of occupations and to make occupational changes as they become necessary.

All career clusters have many jobs requiring entry level skills, and high school graduates can easily go into these occupations. Many of these entry level positions will pay the minimum wage, but allow the beginning worker access to the company. Many large companies promote from within thus allowing the young high school graduate to progress in the company. Some companies expect employees to seek additional formal schooling to advance within the company, and many send workers to company schools. In all cases the pay increases as one moves up in the company or in the industry.

Whether the new employee is a high school graduate, a vocational school graduate, or a college graduate, she/he will probably start at the bottom of the company ladder and have to work their way up. When seeking employment, it is important to keep in mind the advancement potential within the company. A progressive, forward moving company, that promotes from within generally offers the best opportunity for long-term, challenging employment.

AGRI-BUSINESS & NATURAL RESOURCE

GENERAL CHARACTERISTICS

This cluster includes jobs which involve working with the soil, raising animals, processing and marketing crop and animal food products, and performing services related to farming. You must enjoy the outdoors, growing plants or watching them grow, or working with animals, to enjoy jobs in this career cluster. In the field there are many interesting opportunities for employment of high school graduates without special training. Some of the jobs require vocational training, and some require two, four, or more years of formal training. Most careers in this cluster offer opportunities for advancement, job security, and good pay. Even though our country is highly industrialized, there is an ever increasing need for new workers in this field. Some of the jobs in this career cluster are:

SELECTED OCCUPATIONS

A. Agriculture production related careers - including:
   1. Dairy farmer
   2. Grain former
   3. Vegetable farmer
   4. Dairy farm inspector
   5. Veterinarian
   6. Milk tester

B. Horticulture careers - including:
   1. Greenskeeper
   2. Exterminator
   3. Botanist
   4. Forester
   5. Landscape architect
   6. Groundskeeper
   7. Landscape worker
   8. Nursery worker
   9. Florist

C. Conservation careers - including:
   1. Game farmer
   2. Wildlife specialist
   3. Fish and game warden
   4. Soil conservation specialist
   5. Conservation specialist
   6. Game preserve manager

D. Water treatment and related careers - including:
   1. Water treatment specialist
   2. Water tester
   3. Water plant operator
   4. Water plant mechanic

E. Fishing careers - including:
   1. Commercial fisher
   2. Fish and game warden
   3. Fish hatchery worker
   4. Scientist
   5. Biologist
   6. Charter boat operator

F. Camping careers - including:
   1. Campground manager
   2. Campground worker
   3. Park ranger
   4. Hunting and fishing guide
   5. Recreation specialist
   6. Activities manager

WORKER TRAITS

Workers in the agri-business and natural resources occupations must have certain common skills and knowledges. In addition to these shared characteristics, there are some specific skills or traits essential to be successful in each of the specialized occupations.

Common Work Activities

- Workers do physical work with materials and products
- Workers may plan, schedule, process, control, direct, and evaluate data and things

Common Work Situations

- Workers perform duties that change frequently
- Workers plan, direct, or control an entire activity
- Workers may deal directly with people
- Workers use personal judgement and the five senses to make decisions
- Workers make decisions using measurable standards

Common Worker Functions

- Data - High
- People - Average
- Things - High

Common Physical Demands

There is a wide range of physical demands with many occupations requiring lifting of objects weighing up to 50 pounds.

Common Working Conditions

Occupations in this cluster frequently require being outdoors but may include some indoor activities.

Common Aptitudes

Occupations in this cluster commonly require average aptitudes in all or most of the eleven areas rated.

APPLICABLE IN-SCHOOL COURSES

Specific Job Skill Development

- Environmental Horticulture
- Diversified Occupations

Related Courses

- Basic Math
- Language Skills
- Biological Sciences
- Mechanics

BUSINESS & OFFICE

GENERAL CHARACTERISTICS

These careers primarily involve working in clean, bright and pleasant places, usually on a regular 40 hour per week basis. This type of work can be exciting and rewarding. There are many entry level jobs for high school graduates, plus jobs requiring technical training or college. The field is wide open for advancement. Some occupations in this career cluster are:

SELECTED OCCUPATIONS

A. Clerical worker careers - including:
   1. General office clerks
   2. Typist
   3. Payroll clerk
   4. Stock clerk
   5. Office machine operator
   6. Receptionist

B. Business office careers - including:
   1. Typist
   2. Filing clerk
   3. Shipping and receiving clerk
   4. Mail clerk
   5. Sorting clerk
   6. Bank clerk
   7. Secretary
   8. Computer programmer

C. Business management careers - including:
   1. Office manager
   2. Administrative assistant
   3. Hospital manager
   4. Airport manager
   5. City manager
   6. Airline manager

WORKER TRAITS

Workers in the business and office occupations must have certain skills and knowledges. In addition to these shared characteristics, there are some specific skills or traits essential to be successful in each occupation.

Common Work Activities

- Workers do physical work with materials and products
- Workers deal with others in various situations
- Workers usually repeat the same task many times
- Workers may lead, plan or manage the work of others

Common Work Situations

- Workers deal directly with other people
- Workers use personal judgement and the five senses to make decisions
- Workers make decisions based upon information or standards that can be measured or checked
- Workers must pay strict attention to detail

Common Worker Functions

- Data - Above Average
- People - Below Average
- Things - Below Average

Common Physical Demands

Occupations in this cluster generally involve sitting or light work. In addition they require:

- Reaching, Handling, Fingering and/or Feeling
- Talking and/or Hearing
- Seeing

Common Working Conditions

Occupations in this cluster generally are located indoors with relatively quiet, pleasant surroundings.

Common Aptitudes

Occupations in this cluster generally require above average abilities:

- General. Understanding instructions, facts and underlying reasoning
- Verbal. Understanding meanings of words and ideas
- Numerical. Doing arithmetic operations quickly and correctly
- Clerical Perception. Observing details and recognizing errors in numbers, spelling, and punctuation.

APPLICABLE IN-SCHOOL COURSES

Specific Job Skill Development

- Business and Office Education Courses
- Distributive Education
- Diversified Occupations

Related Courses

- Basic Math
- Language skills

COMMUNICATIONS & MEDIA

GENERAL CHARACTERISTICS

Communications and media bring information and entertainment to most of the people in this country and keep people better educated and informed. There are many jobs in communications and media for people of all ages, and with various levels of training. If you want to move up in this career field you must continue your education. There are over 2 million people employed in this field. Some occupations in this career cluster are:

SELECTED OCCUPATIONS

A. Movies, radio, and television - including:
   1. Programmer
   2. Sound technician
   3. Light technician
   4. Camera technician
   5. Engineer
   6. Announcer
   7. Broadcast technician
   8. Actor and actress
   9. Critic

B. Books, magazines, newspapers, and other form of publications - including:
   1. Printer
   2. Reporter
   3. Editor
   4. Delivery person
   5. Rewrite person
   6. Typesetter
   7. Layout person
   8. Artist

C. Telegraph and telephone services - including:
   1. Dispatcher
   2. Radio operator
   3. Teletypist
   4. Installer
   5. Cable splicer
   6. Telephone operator
   7. Repairer

WORKER TRAITS

Workers in Communications and Media occupations share certain skills and abilities. In addition a specific occupation may require that the worker possess specialized traits.

Common Work Activities

- Workers do physical work with materials and products
- Workers deal with others in various situations
- Workers may lead, plan, control or manage the work of others
- Workers may present ideas and information to others through writing, acting, music, or designing
- Workers use physical skills to work on or make products

Common Work Situations

- Workers perform a variety of duties
- Workers plan, direct, or control an entire activity, project, or program
- Workers use personal judgement and the five senses to make decisions
- Workers make decisions based on information or standards that can be measured or checked

Common Worker Functions

- Data - Above Average
- People - Low
- Things - Low except service occupations high

Common Physical Demands

Occupations in this cluster generally require sitting or light work. In addition they involve:

- Reaching, Handling, Fingering, and/or Feeling
- Talking and/or Hearing
- Seeing

Common Working Conditions

Work is primarily indoors with relatively pleasant surroundings.

Common Aptitudes

- General - Above Average
- Verbal - Above Average
- Spatial - Above Average
- Form Perception - Above Average
- Motor Coordination - Average
- Finger Dexterity - Above Average
- Manual Dexterity - Average
- Color Discrimination - Average

APPLICABLE IN-SCHOOL COURSES

Specific Job Skill Development

- Graphic Communications
- Radio and TV Broadcasting
- Business Communication

Related Courses

- Business Graphics
- Journalism
- Language skills
- Art

CONSTRUCTION

GENERAL CHARACTERISTICS

This group of occupations includes designing, laying out, and building roads, airfields, bridges, tunnels, buildings, and other structures. You may be working with people, things, ideas, or tools. The work may be in the city, country, or distant lands, and may be indoors or outdoors. Work may be seasonal or irregular. There is work for all levels of education and skills. This career employs the largest group of skilled persons in this country. Three of every ten skilled workers are employed in construction careers. There are two major areas in the construction field. Some jobs in this career include:

SELECTED OCCUPATIONS

A. Technical careers - including:
   1. Surveyer
   2. Civil engineer
   3. Architect
   4. Construction engineer
   5. Inspector
   6. Drafting technician
   7. Electrical engineer
   8. Mechanical engineer

B. Non-technical careers - including:
   1. Carpenter/Cabinetmaker
   2. Welder
   3. Electrician
   4. Mason
   5. Operating engineer (equipment operator)
   6. Metal worker
   7. Bricklayer
   8. Plumber and pipefitter
   9. Ironworker
   10. Glazier

WORKER TRAITS

Workers in construction share certain skills and abilities. In addition, specific occupations require specialized training to qualify the worker for the tasks to be done.

Common Work Abilities

- Workers do physical things with materials and products
- Workers usually repeat the same task many times
- Workers may plan, schedule, process, control direct, and evaluate data and things

Common Work Situations

- Workers perform a variety of duties, often changing from one task to another
- Workers use personal judgement and the five physical senses to make decisions
- Workers make decisions based upon information or standards that can be measured or checked
- Workers must pay strict attention to details

Common Worker Functions

- Data - High
- People - Low
- Things - Average to high

Common Physical Demands

Occupations in this cluster usually require medium to heavy work. In addition they often involve:

- Stooping, kneeling, crouching, and/or crawling
- Reaching, handling, fingering, and/or feeling
- Talking and/or hearing
- Seeing

Common Working Conditions

Work is both indoors and outdoors with exposure to a variety of weather.

Common Aptitudes

- General - Above average
- Numerical - Above average
- Spatial - Above average
- Form Perception - Above average
- Motor Coordination - Average
- Finger Dexterity - Average
- Manual Dexterity - Above average

APPLICABLE IN-SCHOOL COURSES

Specific Job Skill Development

- Building and construction trades
- Construction related Industrial Arts

Related Courses

- Woodworking
- Basic Math
- Metals
- Power mechanics
- Electricity
- Drawing, technical and architectural

CONSUMER & HOMEMAKING

GENERAL CHARACTERISTICS

This group of occupations provides good, safe, and healthy homes for families. These careers are related to daily living, and require many workers at various training levels. Some jobs in this career cluster include:

SELECTED OCCUPATIONS

A. Home careers - including:
   1. Home care worker
   2. Home economist
   3. Child care worker
   4. Custodian
   5. Caterer
   6. Interior decorator

B. Food service careers - including:
   1. Dietitian
   2. Food technologist
   3. Home economist
   4. Kitchen helper
   5. Chef
   6. Baker

C. Clothing careers - including:
   1. Fashion coordinator
   2. Seamstress
   3. Tailor
   4. Fabric designer
   5. Textile chemist
   6. Patternmaker and cutter

WORKER TRAITS

Workers in Consumer and Homemaking occupations share certain skills and abilities. In addition a specific occupation may require that a worker develop specialized skills.

Common Work Activities

- Workers do physical work with materials and products
- Workers deal with others in various situations
- Workers usually repeat the same task many times
- Workers may plan, schedule, process, control, direct, and evaluate data and things
- Workers use physical skills to work on or make products

Common Work Situations

- Workers perform a variety of duties, often changing from one task to another
- Workers do the same task over and over
- Workers plan, direct, or control, an entire activity, project or program
- Workers make decisions based upon information or standards that can be measured
- Workers must pay strict attention to details

Common Worker Functions

- Data - Average
- People - Low
- Things - Low

Common Physical Demands

Operations in this cluster usually require light to medium work. In addition they involve:

- Reaching, Handling, Fingering, and/or Feeling
- Talking and/or Hearing
- Seeing

Common Working Conditions

Occupations in this cluster usually occur indoors with limited distractions

Common Worker Aptitudes

- General - Average
- Verbal - Below Average
- Numerical - Below Average
- Spacial - Below Average
- Form Perception - Below Average
- Clerical Perception - Below Average

- Motor Coordination - Below Average
- Finger Dexterity - Average
- Manual Dexterity - Average

APPLICABLE IN-SCHOOL COURSES

Specific Job Skill Development

- General Homemaking
- Clothing
- Housing/Home Furnishings
- Exploring Childhood

Related Courses

- Language Skills
- Basic Math

ENVIRONMENT

GENERAL CHARACTERISTICS

This group of careers involves the world in which we live, study, play, and work. Workers in this cluster deal with controlling the pollution of air, land and water. This area is getting considerable attention and will undoubtedly grow in relation to job opportunities. Work can be both indoors and outdoors, and there are jobs for the high school graduate as well as the individual with advanced training. Some of the jobs in this career cluster include:

SELECTED OCCUPATIONS

A. Pollution control careers - including:
   1. Chemist
   2. Environmental protection worker
   3. Air analyst
   4. Litter control specialist
   5. Water treatment specialist
   6. Pollution measurement specialist

B. Environmental protection careers - including:
   1. Chemist
   2. Meteorologist
   3. Conservation specialist
   4. Sewage disposal plant operator
   5. Diver
   6. Sanitation worker

C. Ecology and conservation careers - including:
   1. Ecologist
   2. Botanist
   3. Zoologist
   4. Physical scientist
   5. Life scientist
   6. Forester
   7. Forest range manager
   8. Forestry aide

WORKER TRAITS

Workers in the environmental occupations must have certain common skills and knowledges. In addition to these shared characteristics, there are some specific skills or traits essential to be successful in each of the specialized occupations.

Common Work Activities

- Workers do physical work with materials and products
- Workers present ideas and information to others through writing, acting, music or designing
- Workers may conduct research and analysis, evaluate, explain, and record scientific information
- Workers use complex mental skills to create new knowledge or new ways to apply what is already known
- Workers may plan, schedule, process, control, direct, and evaluate data and things

Common Work Situations

- Workers use personal judgement and the five senses to make decisions
- Workers make decisions based upon information or standards that can be measured or checked

Common Worker Functions

- Data - High
- People - Low
- Things - High

Common Physical Demands

Occupations in this cluster usually involve light work. In addition they require:

- Stooping, Kneeling, Crouching, and/or Crawling
- Reaching, Handling, Fingering, and/or Feeling
- Talking and/or Hearing
- Seeing

Common Work Conditions

Occupations in this cluster are located both indoors and outside with no adverse or hazardous conditions

Common Aptitudes

Occupations in this cluster generally require aptitudes as follows:

Above Average

- General. Understanding instructions, facts, and underlying reasoning.
- Verbal. Understanding meanings of words and ideas.

- Numerical. Doing arithmetic operations quickly and correctly.
- Spatial. Forming three dimensional mental images of flat drawings or pictures of objects.
- Form Perception. Observing detail in objects or drawings.
- Clerical Perception. Observing details and recognizing errors in numbers, spelling, and punctuation.
- Motor Coordination. Moving the eyes and hands or fingers together to perform a task rapidly and correctly.
- Finger Dexterity. Moving the fingers to work with small objects rapidly and correctly.
- Manual Dexterity. Moving the hands with ease and skill.
- Color Discrimination. Seeing likenesses or diffences in colors or shades.

APPLICABLE IN-SCHOOL COURSES

Related Courses

Algebra
Geometry
Physics
Earth/Space Sciences
Chemistry
Composition
Biological Sciences

FINE ARTS AND HUMANITIES

GENERAL CHARACTERISTICS

This group of careers includes the glamor careers, but includes many hours of work and studying. There is a real high rate of failure in these careers. For those who succeed the pay is high and there is much recognition. Some of the occupations in this career cluster include:

SELECTED OCCUPATIONS

A. Career in art - including:
   1. Commercial artist
   2. Art Agent
   3. Ceramist (Potter)
   4. Cartoonist
   5. Illustrator
   6. Photographer

B. Careers in the theater - including:
   1. Stage director
   2. Stage manager
   3. Drama coach
   4. Make-up person
   5. Public relations director
   6. Actor and actress

C. Careers in music - including:
   1. Professional musician
   2. Music composer
   3. Conductor
   4. Choral director
   5. Musical instrument repairer
   6. Piano technician

D. Careers in dancing - including:
   1. Folk dancer
   2. Ballet dancer
   3. Modern dancer

E. Careers in writing - including:
   1. Author
   2. Playwright
   3. Poet
   4. Technical writer

F. Careers in museum work - including:
   1. Historian
   2. Curator
   3. Museum technician

G. Other fine arts and humanities careers - including:
   1. Religious leader
   2. Linguist
   3. Interpreter

H. Careers in design - including:
   (See also appropriate content cluster)
   1. Fashion designer
   2. Graphic designer
   3. Scenery designer
   4. Landscape designer
   5. Floral designer
   6. Jewelry designer

WORKER TRAITS

Workers in the fine arts and humanities need certain common skills and knowledges. In addition to these shared characteristics, there are some specific skills or traits essential to be successful in each of the specialized occupations.

Common Work Activities

- Workers may lead, plan, control or manage the work of others
- Workers present ideas and information to others through writing, acting, music, or designing
- Workers use complex mental skills to create new knowledge or new ways to apply what is already known

Common Work Situations

- Workers plan, direct, or control an entire activity, project, or program
- Workers deal directly with other people
- Workers use personal judgement and the five physical senses to make decisions
- Workers use creative thinking to interpret and express feelings, ideas or facts

Common Worker Functions

- Data - Above Average
- People - Below Average
- Things - Low or High depending on specific occupation

Common Physical Demands

Occupations in this cluster generally involve sedentary or light work. In addition they require:

- Reaching, Handling, Fingering, and/or Feeling
- Talking and/or Hearing
- Seeing

Common Working Conditions

Occupations in this cluster are generally located indoors with rather pleasant temperature and sound levels.

Common Aptitudes

Occupations in this cluster generally require above average abilities:

- General. Understanding instructions, facts and underlying reasoning
- Verbal. Understanding meanings of words and ideas
- Spatial. Forming mental images of flat drawings or pictures of objects in three dimensions - height, width, and depth
- Form Perception. Observing details in objects or drawings
- Motor Coordination. Moving the eyes and hands or fingers together to perform a task rapidly and correctly
- Finger Dexterity. Moving fingers to work with small objects rapidly and correctly.

- Manual Dexterity. Moving the hands with ease and skill.
- Eye-Hand-Foot Coordination. Moving the hands and feet together in response to visual signals or observations.

APPLICABLE IN-SCHOOL COURSES

Related Courses

- Art
- Composition
- Drafting
- Drama
- Industrial Arts
- Language
- Literature
- Music

HEALTH

GENERAL CHARACTERISTICS

Many health careers offer job satisfaction and good salaries helping the sick or injured. To be successful in this career you must enjoy working with and helping people. Many people get started in this career field as a volunteer. There are over 4 million people working in the health career field. There are jobs at the entry level as well as jobs requiring advanced degrees. Many jobs require that you work odd hours and unusual shifts. This is an expanding field, and chances for advancement are unlimited, but many of the advanced jobs require additional training. Some of the occupations in this career cluster include:

SELECTED OCCUPATIONS

A. Non-technical
   1. Nurses aide
   2. Ambulance driver
   3. Housekeeper
   4. Medical clerk
   5. Orderly
   6. Maintenance worker

B. Technical
   1. Lab technician
   2. X-ray technician
   3. Dental technician
   4. Licensed practical nurse

C. Professional
   1. Doctor
   2. Dentist
   3. Dietitian
   4. Registered nurse
   5. Pharmacist
   6. Anesthesiologist
   7. Physical therapist
   8. Veterinarian

WORKER TRAITS

Workers in health occupations share certain skills and abilities. In addition a specific occupation may require extended education and practice on the part of the worker.

Common Work Activities

- Workers do physical work with materials and products
- Workers help to maintain or improve the physical, mental, emotional or spiritual well-being of others
- Workers may conduct research and analysis, evaluate, explain, and record scientific information

Common Work Situations

- Workers deal directly with other people
- Workers use personal judgement and the five senses to make decisions
- Workers make decisions based upon information or standards that can be measured or checked
- Workers must pay strict attention to details

Common Worker Functions

- Data - High
- People - High or Low depending on occupation
- Things - High

Common Physical Demands

Occupations in this cluster generally require light work. In addition they require:

- Reaching, Handling, Fingering, and/or Feeling
- Talking and/or Hearing
- Seeing

Common Working Conditions

Work is primarily indoors.

Common Aptitudes

- General - High
- Verbal - High
- Numerical - High
- Spatial - Above Average
- Form Perception - Above Average
- Clerical Perception - Average
- Motor Coordination - Average
- Finger Dexterity - Average

- Manual Dexterity - Average
- Color Discrimination - Average

APPLICABLE IN-SCHOOL COURSES

Specific Job Skill Development

- Health Occupations

Related Courses

- Biological Sciences
- Chemistry
- Health and Physical Education
- Advanced Math

HOSPITALITY & RECREATION

GENERAL CHARACTERISTICS

This career cluster deals primarily with making people happy and helping them to enjoy their leisure time. This career is expanding primarily because people have more leisure time now from their work, plus most people live longer now. There are jobs at the entry level as well as jobs requiring considerable training and higher education. There are jobs indoors and outdoors. Year around work is available in most of the careers. Approximately 15% of our work force is employed in hospitality and recreation careers. This career cluster tends to overlap with some of the other clusters. Jobs in this cluster include:

SELECTED OCCUPATIONS

A. Tourism careers - including:
   1. Travel agent
   2. Hotel and motel manager
   3. Recreation employee
   4. Housekeeper
   5. Bellhop
   6. Professional entertainer
   7. Recreation specialist
   8. Maintenance worker

B. Winter activity careers - including:
   1. Ski instructor
   2. Ski patrol worker
   3. Ski lift operator
   4. Sports shop worker and operator
   5. Snowmobile operator and mechanic
   6. Cross country worker

C. Camp careers - including:
   1. Camp director
   2. Camp counselor
   3. Athletic counselor
   4. Campground maintenance worker
   5. Activities director
   6. Camp supervisor

D. Professional sports careers - including:
   1. Professional athlete
   2. Groundskeeper
   3. Manager
   4. Coach
   5. Maintenance worker

WORKER TRAITS

Workers in the hospitality and recreation occupations must have certain common skills and knowledges. In addition to these shared characteristics, there are some specific skills or traits essential to be successful in each of the specialized occupations.

Common Work Activities

- Workers do physical work with materials and products
- Workers deal with others in various situations
- Workers usually repeat the same task many times
- Workers may lead, plan, control, or manage the work of others
- Workers present ideas and information to others through writing, acting, music, or designing

Common Work Situations

- Workers perform a variety of duties
- Workers plan, direct, or control an entire activity, project, or program
- Workers deal directly with other people
- Workers use personal judgement and the five physical senses to make decisions
- Workers make decisions based upon information or standards that can be measured

Common Worker Function

- Data - High
- People - Low
- Things - Low

Common Physical Demands

There is a wide range of physical demands for occupations in this cluster, but generally workers do light work. In addition they may need to be able to do:

- Climbing and/or Balancing
- Stooping, Kneeling, Crouching, and/or Crawling
- Reaching, Handling, Fingering and/or Feeling
- Talking and/or Hearing
- Seeing

Common Work Conditions

Many occupations in this cluster involve working inside, but there are some occupations which involve working outside. Some occupations also involve working in hazardous situations.

Common Aptitudes

Occupations in this cluster generally require slightly below average aptitudes in the following areas:

- General. Understanding instructions, facts, and underlying reasoning.
- Verbal. Understanding meanings of words and ideas.
- Numerical. Doing arithmetic operations quickly and correctly.
- Form Perception. Observing detail in objects or drawings.
- Clerical Perception. Observing details and recognizing errors in numbers, spelling, and punctuation.
- Motor Coordination. Moving the eyes and hands or fingers together to perform a task rapidly and correctly.
- Finger Dexterity. Moving the fingers to work with small objects rapidly and correctly.
- Manual Dexterity. Moving the hands with skill and ease.

APPLICABLE IN-SCHOOL COURSES

Related Courses

- Language skills
- Social sciences
- Home economics
- Music
- Physical and health education

MANUFACTURING

GENERAL CHARACTERISTICS

Manufacturing is the largest employer in American industry. One worker in every four is employed in this career field. Manufacturing of a product changes raw materials into the finished form. Products may be hand made or by machine. There are jobs in this cluster that vary from entry level to jobs requiring advanced degrees. There is unlimited advancement opportunity in this field. Some of the jobs in this career cluster include:

SELECTED OCCUPATIONS

A. Upper level management careers - including:
   1. Plant executive
   2. Division manager
   3. Director of personnel
   4. Comptroller

B. Professional careers - including:
   1. Engineer
   2. Scientist
   3. System analyst
   4. Physicist
   5. Chemist
   6. Metallurgist

C. Support career - including:
   1. Clerk
   2. Maintenance
   3. Custodian
   4. Tool room keeper
   5. Driver and operator
   6. Material handler
   7. Transportation specialist
   8. Millwright

D. Production careers - including:
   1. Machine operator
   2. Assembly line worker
   3. Machinist
   4. Assembler
   5. Welder

WORKER TRAITS

Workers in the manufacturing occupations must have certain common skills and knowledges. In addition to these shared characteristics, there are some specific skills or traits essential to be successful in each of the specialized occupations.

Common Work Situations

- Workers perform a variety of duties, often changing from one task to another.
- Workers deal directly with other people.
- Workers use personal judgement and the five physical senses to make decisions.
- Workers make decisions based upon information or standards that can be measured or checked.
- Workers must pay strict attention to details.

Common Worker Functions

- Data - Above Average
- People - Below Average
- Things - Above Average

Common Physical Demands

Occupations in this cluster generally involve light or medium work. In addition they require:

- Reaching, Handling, Fingering, and/or Feeling
- Talking and/or Hearing
- Seeing

Common Working Condition

Occupations in this cluster are generally located indoors with noise and vibration in many situations.

Common Aptitudes

Occupations in this cluster generally require average abilities:

- General. Understanding instructions, facts and underlying reasoning.
- Verbal. Understanding meanings of words and ideas.
- Numerical. Doing arithmetic operations quickly and correctly.
- Spatial. Forming mental images of flat drawings or pictures of objects in three dimensions - height, width, and depth.
- Form Perception. Observing detail in objects or drawings.
- Motor Coordination. Moving the eyes and hands or fingers together to perform a task rapidly and correctly.
- Finger Dexterity. Moving the fingers to work with small objects rapidly and correctly.
- Manual Dexterity. Working with hands in placing and turning motions.

APPLICABLE IN-SCHOOL COURSES

Specific Job Skill Development

- Drafting
- Electricity/Electronics
- Power Mechanics
- Woodworking

Related Courses

- Basic Math
- Language Skills

MARINE SCIENCE

GENERAL CHARACTERISTICS

When you remember that the oceans cover most of the world, it should be no surprise that one of the most important, fast-growing career fields is that of Marine Science. We are really at the early stages of developing the full potential of the oceans for food and natural resources, and there is expected to be remarkable progress in this field in the future. As land becomes scarcer, we must move on into other sources for those things we require. Some occupations in this career cluster include:

SELECTED OCCUPATIONS

A. Careers in underwater exploration and living - including:
   1. Deep-sea diver
   2. Scuba diver
   3. Aquanaut
   4. Marine scientist
   5. Life scientist
   6. Oceanographic engineer

B. Other marine science careers - including:
   1. Geographer
   2. Cartographer
   3. Marine geologist
   4. Ecologist
   5. Meteorologist
   6. Oceanographer
   7. Oceanographic engineer
   8. Life scientist
   9. Fisheries worker
   10. Biologist
   11. Engineer, Marine
   12. Architect, Naval

WORKER TRAITS

Workers in the marine science occupations must have certain common skills and knowledges. In addition to these shared characteristics, there are some specific skills or traits essential to be successful in each of the specialized occupations.

Common Work Activities

- Workers do physical work with materials and products.
- Workers present ideas and information to others through writing or design
- Workers may conduct research and analysis, evaluate, explain, and record scientific information
- Workers use complex mental skills to create new knowledge or new ways to apply what is already known
- Workers may plan, schedule, process, control, direct, and evaluate data and things
- Workers use physical skills to work on or make products

Common Work Situations

- Workers perform a variety of duties, often changing from one task to another
- Workers use personal judgement and the five physical senses to make decisions
- Workers make decisions based upon information or standards that can be measured or checked
- Workers must pay strict attention to details

Common Worker Functions

- Data - High
- People - Low
- Things - High

Common Physical Demands

Occupations in this cluster usually involve light or medium work. In addition they require:

- Stooping, Kneeling, Crouching, and/or Crawling
- Reaching, Handling, Fingering, and/or Feeling
- Seeing

Common Working Conditions

Occupations in this cluster are located both indoors and outside.

Common Aptitudes

Some of the professional occupations require very high aptitudes in:

- General. Understanding instructions, facts, and underlying reasoning.

- Verbal. Understanding meanings of words and ideas
- Numerical. Doing arithmetic operations quickly and accurately

Average aptitudes are needed in:

- Spatial. Forming three dimensional mental images of flat drawings or pictures of items
- Form Perception. Observing detail in objects or drawings
- Clerical Perception. Observing details and recognizing errors in numbers, spelling, and punctuation in written materials, charts, and tables
- Motor Coordination. Moving the eyes and hands or fingers together to perform a task rapidly and correctly
- Finger Dexterity. Moving the fingers to work with small objects rapidly and correctly
- Manual Dexterity. Moving the hands with ease and skill
- Color Discrimination. Seeing likenesses or differences in color or shades

APPLICABLE IN-SCHOOL COURSES

Related Courses

Basic Math

Language skills

Chemistry

MARKETING & DISTRIBUTION

GENERAL CHARACTERISTICS

Marketing and distribution includes finding out what people want, and getting it to the individual that wants it. Some of the people in this career work with people, some with things, and some develop advertising and information about the products. There are many entry level positions in this career as well as very highly technical and specialized jobs. There is much room for advancement, and generally people can advance as fast as they are able to with increases in training and schooling. Delivering from the manufacturer or packager to the consumer is distribution, and marketing is the selling of the product to the consumer. Some of the jobs in this cluster include:

SELECTED OCCUPATIONS

A. Sales careers - including:
   1. Salesperson
   2. Manufacturer's salesperson
   3. Routeperson
   4. Door-to-door salesperson
   5. Cashier
   6. Credit manager
   7. Purchasing agent
   8. Sales engineer
   9. Vendor
   10. Realty Agent

B. Display careers - including:
   1. Designer
   2. Sign painter
   3. Display artist
   4. Display director

C. Advertising careers - including:
   1. Advertising copywriter
   2. Layout worker
   3. Journalism worker
   4. Proofreader
   5. Drafter
   6. Photographer

D. Shipping and receiving careers - including:
   1. Shipping clerk
   2. Driver
   3. Material handling equipment operator
   4. Maintenance worker
   5. Stock clerk
   6. Transportation specialist
   7. Buyer
   8. Records clerk

E. Insurance Sales careers

WORKER TRAITS

Workers in the marketing and distribution occupations must have certain common skills and knowledges. In addition to these shared characteristics, there are some specific skills or traits essential to be successful in each of the specialized occupations.

Common Work Activities

- Workers deal with others in various situations. They set up business contacts to sell, buy, talk, listen, promote, and bargain.
- Workers usually repeat the same task many times.
- Workers present ideas and information to others through writing, acting, music, or designing.

Common Work Situations

- Workers deal directly with other people.
- Workers influence people by changing their thinking and behavior.
- Workers use personal judgement and the five physical senses to make decisions.
- Workers make decisions based upon information or standards that can be measured.

Common Worker Functions

- Data - Average
- People - Average
- Things - Low

Common Physical Demands

Occupations in this cluster generally involve light to medium work. In addition they require:

- Reaching, Handling, Fingering, and/or Feeling
- Talking, and/or Hearing
- Seeing

Common Working Conditions

Occupations in this cluster are generally located indoors with comfortable temperatures and good lighting conditions.

Common Aptitudes

Occupations in this cluster generally require slightly below average aptitudes:

- General. Understanding instructions, facts, and underlying reasoning.
- Verbal. Understanding meanings of words and ideas.
- Numerical. Doing arithmetic operations quickly and correctly.
- Clerical Perception. Observing details and recognizing errors in numbers, spelling, and punctuation in written materials, charts, and tables.

Common Aptitudes

- Finger Dexterity. Moving the fingers to work with small objects rapidly and correctly.
- Manual Dexterity. Working with hands in placing and turning motions.

APPLICABLE IN-SCHOOL COURSES

Specific Job Skill Development

- Distributive Education

Related Courses

- Basic Math
- Language
- Business Education courses

PERSONAL SERVICES

GENERAL CHARACTERISTICS

Personal services are those careers that work closely with people. Many of the careers involve work that helps us look clean and attractive, and make us feel good about ourselves. Much of the work is done on a one-on-one basis such as a barber or hair dresser. There are about 3 million workers in this career cluster. This is a rapidly expanding field. Opportunities for advancement are available, and the opportunity to own your business or go into business for yourself are wide open. There are opportunities for both beginning and experienced workers. Some occupations in this career cluster include:

SELECTED OCCUPATIONS

A. Cosmetology careers

B. Physical fitness club careers
   1. Physical therapist
   2. Exercise attendant
   3. Physical education specialist

C. Barber careers

D. Domestic service careers - including:
   1. Chauffeur
   2. Day worker
   3. Escort
   4. Live in worker
   5. Child care worker
   6. Babysitter

E. Funeral worker careers - including:
   1. Undertaker
   2. Embalmer
   3. Cremator
   4. Funeral attendant

F. Laundering and dry cleaning careers - including:
   1. Dry cleaner
   2. Laundry worker
   3. Presser
   4. Tailor
   5. Laundromat operator

G. Animal care careers - including
   1. Veterinarian
   2. Kennel operator
   3. Animal breeder
   4. Dog groomer

H. Family and child care careers - including:
   1. Marriage counselor
   2. Child care worker
   3. Psychologist
   4. Financial Counselor
   5. Social worker
   6. Clergy worker

I. Food and beverage preparation careers - including:
   1. Cook
   2. Baker
   3. Chef
   4. Waiter and waitress
   5. Host and hostess
   6. Cashier
   7. Bus boy and bus girl

WORKER TRAITS

Workers in the personal services occupations must have certain common skills and knowledges. In addition to these shared characteristics, there are some specific skills or traits essential to be successful in each occupation.

Common Work Activities

- Workers deal with others in various situations
- Workers usually repeat the same task many times
- Workers present ideas and information to others through writing, acting, music, or designing
- Workers may plan, schedule, process, control, direct, and evaluate data and things

Common Work Situations

- Workers perform a variety of duties, often changing from one task to another
- Workers deal directly with other people
- Workers use personal judgement and the five physical senses to make decisions
- Workers make decisions based upon information or standards that can be measured or checked.

Common Worker Functions

- Data - Generally average or high
- People - Low or average
- Things - Generally low or average

Common Physical Demands

Occupations in this cluster generally involve light or medium work. In addition they require:

- Stooping, Kneeling, Crouching, and/or Crawling
- Reaching, Handling, Fingering, and/or Feeling
- Talking and/or Hearing
- Seeing

Common Working Conditions

Occupations in this cluster generally are located indoors with relative pleasant surroundings.

Common Aptitudes

Occupations in this cluster generally require slightly below average aptitudes:

- General. Understanding instructions, facts and underlying reasoning.
- Verbal. Understanding meanings of words and ideas.
- Numerical. Doing arithmetic operations quickly and correctly.

- Spatial. Forming three dimensional mental images of flat drawings or pictures of items.
- Form Perception. Observing detail in objects or drawings.
- Clerical Perception. Observing details and recognizing errors in numbers, spelling, and punctuation.
- Motor Coordination. Moving the eyes and hands or fingers together to perform a task rapidly and correctly.
- Finger Dexterity. Moving the fingers to work with small objects rapidly and correctly.
- Manual Dexterity. Moving the hands with skill and ease.
- Eye-Hand-Foot Coordination. Moving the hands and feet together in response to visual signals or observations.

APPLICABLE IN-SCHOOL COURSES

Related Courses

Basic Math

Language skills

PRODUCT SERVICE

GENERAL CHARACTERISTICS

To keep our vehicles, buildings and equipment in top working condition they need periodic service. The workers in this cluster share the ability to analyze problems, make repairs and test the item repaired. Some occupations in this cluster include:

SELECTED OCCUPATIONS

A. Motor vehicle service careers - including:
   1. Mechanic
   2. Service station attendant
   3. Body & fender repairer
   4. Auto rebuilders

B. Building maintenance careers - including:
   1. Glazier
   2. Painter
   3. Roofer
   4. Plumber
   5. Electrician
   6. Carpenter/cabinetmaker
   7. Custodian

C. Appliance & equipment service careers - including:
   1. Typewriter repairer
   2. Appliance repairer
   3. Television/radio repairer
   4. Electronic equipment repairer
   5. Telephone installer

D. Small equipment service careers - including:
   1. Motorcycle mechanic
   2. Bicycle mechanic
   3. Small engine mechanic

WORKER TRAITS

Workers in the product services occupations must have certain common skills and knowledges. In addition to these shared characteristics, there are some specific skills or traits essential to be successful in each occupation.

Common Work Activities

- Workers do physical work with materials and products
- Workers usually repeat the same task many times
- Workers may plan, schedule, process, control, direct, and evaluate data and things
- Workers use physical skills to work on or make products

Common Work Situations

- Workers make decisions based upon information or standards that can be measured or checked
- Workers must pay strict attention to details

Common Worker Functions

- Data - Low to High depending on specialty
- People - Low
- Things - High

Common Physical Demands

Occupations in this cluster may require light, medium or heavy work depending on the specialty. In addition they require:

- Stooping, Kneeling, Crouching, and/or Crawling
- Reaching, Handling, Fingering, and/or Feeling
- Seeing

Common Working Conditions

Occupations in this cluster are located both indoors and outside.

Common Aptitudes

Occupations in this cluster generally require <u>average</u> aptitudes in:

- General. Understanding instructions, facts, and underlying reasoning.
- Numerical. Doing arithmetic operations quickly and correctly.
- Spatial. Forming three dimensional mental images of flat drawings or pictures of objects.
- Form Perception. Observing detail in objects or drawings.
- Motor Coordination. Moving the eyes and hands or fingers together to perform a task rapidly and correctly.
- Finger Dexterity. Moving the fingers to work with small objects rapidly and correctly.
- Manual Dexterity. Moving the hands with skill and ease.

APPLICABLE IN-SCHOOL COURSES

Specific Job Skill Development

- Vocational Auto Mechanics

Related Courses

- Industrial Arts Courses
- Basic Math
- Basic Science

PUBLIC SERVICE

GENERAL CHARACTERISTICS

These careers are to meet the needs of the public. Cities, towns, states, and the federal government employ more than 12 million public service workers. This is the most diverse cluster of careers because of the diversity of occupations required in public service. Beginning workers with no skills to personnel with very high level skills are involved in this career cluster. Generally, work in this area is quite secure with very liberal fringe benefits. Public service careers may require much movement. Some occupations in this area include:

SELECTED OCCUPATIONS

A. Law enforcement careers - including:
   1. Fingerprint technician
   2. Highway Patrol officer
   3. Prison guard
   4. Juvenile officer
   5. Police officer
   6. Store detective
   7. Game warden
   8. Licensing specialist

B. Education careers - including:
   1. Teacher
   2. Teacher aide
   3. College professor
   4. School administrator
   5. Librarian
   6. Counselor

C. Postal Service careers - including:
   1. Mail carrier
   2. Postal clerk

D. Fire Protection careers - including:
   1. Firefighter
   2. Investigator

E. Political careers - including:
   1. Legislator
   2. Ambassador
   3. City manager

F. Utility service careers - including:
   1. Road Maintenance worker
   2. Meter reader
   3. Inspector

G. Human Support careers - including:
   1. Family & child counseling
   2. Case worker

H. Military careers

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WORKER TRAITS

Workers in the public service occupations must have certain common skills and knowledges. In addition to these shared characteristics, there are some specific skills or traits essential to be successful in each of the specialized occupations.

Common Work Activities

- Workers deal with others in various situations
- Workers help to maintain or improve physical, mental, emotional, or spiritual well-being of others
- Workers may lead, plan, control, or manage the work of others
- Workers present ideas and information to others through writing, acting, music, or designing

Common Work Situations

- Workers perform a variety of duties, often changing from one task to another
- Workers plan, direct, or control an entire activity, project, or program
- Workers deal directly with other people
- Workers deal with situations involving potential danger and risk
- Workers use personal judgement and the five physical senses to make decisions

Common Worker Functions

- Data - High
- People - Low
- Things - Low

Common Physical Demands

Occupations in this cluster generally involve sitting or light work. In addition they require:

- Reaching, Handling, Fingering, and/or Feeling
- Talking and/or Hearing
- Seeing

Common Working Conditions

Occupations in this cluster may be indoors or outside. In addition some specialities involve hazards where the worker is exposed to the certain risk of bodily injury.

Common Aptitudes

Occupations in this cluster generally require aptitudes as follows:

Above Average:

- General. Understanding instructions, facts, and underlying reasoning.

- Verbal. Understanding meanings of words and ideas.

Average or Slightly Below

- Numerical. Doing arithmetic operations quickly and accurately.
- Form Perception. Observing details in drawings or objects.
- Clerical Perception. Observing details and recognizing errors in numbers, spelling, and punctuation.

APPLICABLE IN-SCHOOL COURSES

Related Courses

Language skills

Government

Sociology

TRANSPORTATION

GENERAL CHARACTERISTICS

Transportation makes it possible to quickly and efficiently move people and cargo. There are more than 3 million workers employed in transportation careers. There is opportunity for those wishing advancement. There are five major forms of transportation. Jobs in this career cluster include:

SELECTED OCCUPATIONS

A. Road transportation careers - including:
   1. Truck driver
   2. Dispatcher
   3. Cargo handler
   4. Traffic manager
   5. Bus driver
   6. Terminal supervisor
   7. Computer operator

B. Air transportation careers - including:
   1. Pilot
   2. Reservation clerk
   3. Flight attendant
   4. Flight engineer
   5. Air traffic controller
   6. Cargo handler
   7. FAA inspector
   8. Airport police
   9. Baggage checker
   10. Airplane mechanic

C. Rail transport careers - including:
   1. Dispatcher
   2. Conductor
   3. Firefighter
   4. Engineer
   5. Train coupler
   6. Yard worker
   7. Mechanic
   8. Cargo handler

D. Water transport careers - including:
   1. Deck officer
   2. Captain
   3. Radio operator
   4. Steward
   5. Oiler
   6. Engineer
   7. Mate

E. Pipeline careers - including:
   1. Operating engineer
   2. Pump station operator
   3. Welder
   4. Pipeline inspector
   5. Surveyor
   6. Construction worker

WORKER TRAITS

Workers in the transportation occupations must have certain common skills and knowledges. In addition to these shared characteristics, there are some specific skills or traits essential to be successful in each occupation.

Common Work Activities

- Workers do physical work with materials and products
- Workers usually repeat the same task many times
- Workers use physical skills to work on or make products

Common Work Situations

- Workers deal directly with other people
- Workers use personal judgement and the five physical senses to make decisions
- Workers make decisions based upon information or standards that can be measured
- Workers must pay strict attention to details

Common Worker Functions

- Data - Varies from low to high depending occupational specialty
- People - Generally low
- Things - Generally Average

Common Physical Demands

Occupations in this cluster generally involve light or medium work. In addition they require:

- Reaching, Handling, Fingering and/or Feeling
- Talking and/or Hearing
- Seeing

Common Work Conditions

Occupations in this cluster are located both indoors and outside. Some specialties involve noise, vibrations, and/or hazards.

Common Aptitude

Occupations in this cluster generally require average aptitudes in the following:

- General. Understanding instructions, facts, and underlying reasoning.
- Numerical. Doing arithmetic operations quickly and correctly.
- Spatial. Forming three dimensional mental images of flat drawings or pictures of items
- Form Perception. Observing detail in objects or drawings
- Motor Coordination. Moving the eyes and hands or fingers together to perform a task rapidly and correctly

- Manual Dexterity. Moving the hands with ease and skill
- Eye-Hand-Foot Coordination. Moving the hands and feet together in response to visual signals or observations.

APPLICABLE IN-SCHOOL COURSES

Specific Job Skill Development

- Vocational Auto Mechanics

Related Courses

- Power Mechanics
- Geography
- Basic Math
- Language skills

APPENDIX B

EXPLORATIONS BY STUDENT

Bellevue High School - Second Semester 1980

Matt Botting	
Motorcycle Mechanic	Bellevue Suzuki
Automobile Mechanic	Evered Lincoln Mercury
Radio Installer	Radio One
Forester	North Bend Ranger Station
Scott Clemons	
Retail Salesperson	Hole-In-The-Wall Western Gear
Retail Salesperson	Osborn & Ulland Sports Specialists
Retail Salesperson	Bellevue Music
Chris Dunavant	
County Police Officer	King County Police
Security Officer	Safeway Stores
Fire Inspector/Investigator	Bellevue Fire Department
Police Officer	Five Eastern Washington Police Agencies: Ellensburg, Snoqualmie, Central Washington University campus, Issaquah, Kittitas County
Steve Erickson	
Forester	North Bend Ranger Station
Sigal Guibbory	
Pre-School Teacher	Bellevue Country Day School
Distributor	Amway
Gift Shop Manager	Andrews Hallmark
Commercial Artist	Miriam Guibbory
Ken Hurley	
Draftsperson	Jim Hill Drafting Room
Draftsperson	CH2M Hill
Flight Attendant	Western Airlines
Retail Clerk	North Face
Retail Clerk	Ptarmigan Mountaineering
Forester	North Bend Ranger Station
Jeanine Kolar	
Teacher	Enatai Elementary School
Distributor	Amway
Counselor	Bellevue High School Counseling Center
Flight Attendant	Western Airlines
Mark Levinson	
Stereo Installer	Radio One
Chef	Duke's Restaurant
Electronic Technician	Pacific Stereo

Bellevue High School (continued)

Scott Mallary	
Singer	Kaye-Smith Studios
Singer-Dancer	Jack McGovern's Music Hall
Flight Attendant	Western Airlines
Waiter	Saratoga Trunk Restaurant
Dancer	Madrona Dance School
Kathy McAllister	
Textile Designer	Sujo's
Artist	Mr. Simmons
Commercial Artist	Burnley School of Professional Art
Commercial Artist	Seattle Community College
Jim Melgard	
Auto Parts	Con's Auto Parts
Auto Body and Fender Repair	Maaco Auto Painting & Bodyworks
Meatcutter	Safeway
Damon Platis	
Photographer	Yuen Lui Studios
Manager	Bandwagon Music Center Inc.
Mike Raitz	
Operating/Programming Computer	The Byte Shop
Repairing Auto Electric Systems	Bellevue Auto Electric
Salesperson/Demonstrator	Computerland
Payroll Manager	Advanced Data Processing
Forester	North Bend Ranger Station
Computer Programmer	Puget Power
Mike Reyes	
Airman	U.S. Air Force
Physical Education Teacher	Bellevue High School
Bartender	El Sombrero
Mark Solkover	
Auto Mechanic	Lakeside Pontiac
Service Station Owner	Mobil Service Station
Auto Painter	Overlake Chrysler-Plymouth Inc.
Mary Jo Webster	
Special Education Teacher	Wilburton Elementary School
Manager	Baskin-Robbins
Lawyer	Walter Webster

EXPLORATIONS BY STUDENT

Newport High School - Second Semester 1980

Peggy Brumbaugh	
Camp Counselor	YMCA
Teacher	Sunset Elementary School
Professional Child Care	Children's School
Rhonda Erickson	
Restaurant Manager	Barnaby's Restaurant
Realtor	George Lister Inc.
Banker	First Mutual Savings Bank
Clinton Sandoz	
Professional Glass Cutter and stained glass store Manager	The Glassworks
Commercial Photographer	Overlake Photography
Debbie Abbott	
Hostess	Northwest Passage Restaurant
Women's Retail Fashion Merchandising	Classic Clothes
Diane Murff	
Counselor	Youth Eastside Services
Counselor	Bellevue Community College Counseling Dept. & Human Services Program
Beautician	Bellevue Beauty School
Judy Cheng	
Nurse	Dr. Peter Schock
Restaurant Manager	Chapter Eleven Restaurant
Women's Retail Fashion Merchandising	The Shady Lady
Lisa Smart	
News Announcer & Reporter	KING-TV
Radio Announcer	Bellevue Community College Radio Station
Drama Producer	Bellevue Community College Theater
Kevin Leavy	
Banker	Rainier National Bank
Dina Sutich	
Women's Retail Fashion Merchandising	The Bee Hive
Hairdresser	The Odd Couple
Beautician	Bellevue Beauty School
Alisha Brown	
Florist	Lawrence the Florist
Antique Dealer & Shop Owner	Oak Reflections
Retail Music and Instrument Sales	Music West

EXPLORATIONS BY STUDENT

Interlake High School - Second Semester 1980

John Borsini		
	Silk Screener	Sunrise Design
	Sculptor	Ross Bendixen
	Airman	McCord Air Force Base
	Ski Press Operator	Terry Water Skis
Barb Brown		
	Hotel Manager	Greenwood Inn
	Counselor	Jim Moore, Interlake High School
	Cosmetologist	Gloria's School of Beauty
	Librarian	Bellevue Public Library
	Post High School Jobs	Transition Day Workshop
Susan Chaffey		
	Fashion Retail Manager	Lyons Apparel
	Fashion, many areas	Fashion Seminar
	Day Care Director	Early World
	Politics & Tour Guide	Close up
	University student	University of Washington
Nancy Clark		
	Disc Jockey	KZAM Radio Station
	Detective	Bellevue Police Department
	Policeman	Bellevue Police Department
	Environmentalist	Career Fair - Interlake High School
	Ranger	U.S. Forest Service
	Logger	Randall Clark
	Oceanographer	Seattle Aquarium
	Longshoreman	A & D Terminals
	Student	University of Washington Tour
	Disc Jockey	Bellevue High School Radio Station
Eric Cruickshank		
	Researcher	National Oceanic & Atmospheric Administration
	Researcher	Simpson Timber Company
	Researcher	Cascade Testing Labs
	Post High School Jobs	Transition Day Workshop
	Student	Western Washington University
	Student	College Orientation Day
Reza Eskandar		
	Airman	U.S. Air Force
	Hotel Manager	Thunderbird Inn
	Restaurant Manager	Black Angus Restaurant
	Post High School Jobs	Transition Day Workshop
Susan Hammes		
	Interior Decorator	Bank & Office Interiors
	Landscape Architect	Jongejan/Gerrard
		Seattle Center Career Fair

Interlake High School (continued)

Gigi Aho	
Occupational Therapist	Interlake Nursing Center
Restaurant Manager	Wendy's Old Fashioned Hamburgers
Archeologist	University of Washington Public Archeology
Camp Counselor	Camp Waskowitz
Cyndi Baldwin	
Fashion Sales	Place II
Fashion Industry	Career Fashion Seminar
Sales Clerk	Nordstrom
Shannon Bonney	
Dental Hygienist	Y. Paul Suzuki, D.D.S.
Dental Hygienist	Paul A. Christiansen, D.D.S.
Animal Caretaker	Kelsey Creek Park
Longshoreman	Waterfront Tour
Manager	Crossroads Theater
Heidie DeMuth	
Journalist	Daily Journal American
Baker	Albertson's Bakery
Commercial Artist	Cornish Institute of Allied Art
Commercial Artist	Burnley School of Professional Art
Flight Attendant	Western Airlines
Florist	Overlake Florist
Longshoreman	Waterfront Tour - A & D Terminals
Karen Doody	
Orthodontist	Stanley Gile, D.D.S.
Thomas Ellison	
Salesperson	Place II
Songwriter	Greg Morley
Songwriter	Cornish School of Allied Arts
Engineer	KPFF Consulting Engineers
Counselor	Special Olympics, A.F.P.R.O. Assn.
Professional Athlete	Steve Flote, professional athlete
Jeff Goubeaux	
Jeweler	Austin Jewelry
Photographer	Daily Journal American
Zookeeper	Woodland Park Zoo
Laboratory Technician	Eastside Medical Labs
Michelle LeMaster	
Dog Groomer	Rick's Pets
Restaurant Manager	Sea Galley
Hotel/Restaurant Manager	Holiday Inn
Actress	Motion Picture Production in Issaquah, WA

Interlake High School (continued)

Cynthia Maher	
Salesperson	Ski Factory
Lynn Martin	
Carpenter	Prestige Homes
Salesperson	Sportswest
Duane Mask	
Bike Shop Owner	Yamaha - Bellevue
Forester	University of Washington Resource Management
Manager	Family Fitness Center
Cami Menard	
Salesperson	Eddie Bauer
Mountain Climber	R.E.I. - Recreational Equipment Inc.
Eric Von Seggern	
Production Manager - Injection Molding	McCawley Precision Machine Corp.
Potter	Steve Fleishmen, potter
Reporter	Daily Journal American
Post High School Jobs	Transition Day Workshop
Glass Blower	Glass Art House
Airman	U.S. Air Force
	Interlake Career Fair
Andre Watson	
Gym Manager	The Ironworks Gym
Inspector	Seattle Housing Authority
Recreation Director	South Park Recreational Center
Brad Ybarra	
Welder	Norm's Welding
Plumber	Bellevue Plumbing & Heating
Hotel Manager	Holiday Inn
Baker	Patisserie Volcke
Post High School Jobs	Transition Day Workshop
Cheryl Faith	
Social Worker	Youth Eastside Services
Manager	Graduate Sandwich Shop
Disc Jockey	KZAM Radio Station
Recording Engineer	Kaye-Smith Studio
Marlene Brand	
Hairdresser	Gloria's School of Beauty
Hairdresser	Gene Juarez Hair Salon
Brad Murphy	
Student	Bellevue Community College
Engineer	Analytical Methods Inc.
Airman	U.S. Air Force
Service Station Owner	Bob's Union 76
Engineer	Boeing
Student	University of Washington Tour
Operator, Manager	Schick Center

Interlake High School (continued)

Angela Patterson	
Interior Decorator	Hubbard's Interiors
Dietitian	Overlake Hospital
Graphic Artist	Awareness Press
Airman	U.S. Air Force
Florist	Fleur De Lis
Jeff Renshaw	
Lawyer	Walter Krueger
Manager	Keeney's Office Products
Officer Trainee	University of Washington ROTC
Restaurant Manager	Denny's Restaurant
Politician	Close-Up
Alena Halvorson	
Hair Stylist	Gloria's School of Beauty
Hair Stylist	Farouche
Electronic Technician	DB Systems
Salesperson	Hamilton Avnet Electronics
Hair Stylist	Bellevue Beauty School
Hair Stylist	Gloria's School of Beauty of Kirkland
Hair Styling Program	Lake Washington VoTech School
Anne Johnsen	
Salesperson	Classic Clothes
Debra Lousberg	
Hair Stylist	Bellevue Beauty School
Dave MacLellan	
Veterinarian	Jack Carkeek, D.V.M.
Chris Malone	
Recording Engineer	Kaye-Smith Studios
Disc Jockey	KISW Radio
Disc Jockey	Bellevue Community College Radio Station
Musician	John Bauer Concert Company
Songwriter	Greg Morley
Paul Mauren	
Hatchery Worker	Issaquah Fish Hatchery
Researcher	Fisheries Research Institute
Researcher	Pacific Marine Institute
Restaurant Manager	Rice Paddy Restaurant
Student	University of Washington Tour
James McShane	
Recreation Director	YMCA Basketball Program
Travel Agent	Travel Network
Animal Caretaker	Humane Society
Youth Worker	Big Brothers
Site Director	YMCA

Interlake High School (continued)

Wendy Mills	
Architect	Mithun Associates
Interior Decorator	Fossum Paint Center
Interior Decorator	Northwest Design Center
Politician	Close Up
News Reporter	Close Up
Commercial Artist	Daily Journal American
Gregory Rippel	
Realtor	John L. Scott Inc.
Investments - Real Estate	Chris Hashagen
Restaurant Manager	Crossroads Coach House
Sales Representative	Ken Dematteis
Bob Shahon	
Mechanic	Centrum Motors
Mechanic	Moore Motors
Painter (Vans)	Colors By Alaren
Restaurant Manager	Wendy's Old Fashioned Hamburgers
Amy Twito	
Doctor	University of Washington - Observed open heart surgery
Anesthesiologist	Overlake Hospital
Hospital Administrator	Overlake Hospital
Pilot	Western Airlines Pilot
Airman	McCord Air Force Base
	Interlake High School Career Fair
	Interlake High School Science Fair
Film Maker	Vidifilm
Producer, Director	KING-TV
Bookkeeper	Youth Eastside Services

APPENDIX C

EXPLORATIONS BY CLUSTER

#1 AGRI-BUSINESS AND NATURAL RESOURCE

- 3 Florist
- 6 Forester
- 1 Logger
- 2 Scientist

#2 BUSINESS AND OFFICE

- 2 Banker
- 1 Bookkeeper
- 4 Business Manager
- 1 Computer Programmer
- 1 Payroll Officer

#3 COMMUNICATIONS AND MEDIA

- 1 Film Maker
- 1 Journalist
- 1 Program Director
- 7 Radio Announcer**
- 2 Recording Engineer
- 2 Reporter

#4 CONSTRUCTION

- 1 Architect*
- 1 Carpenter*
- 1 Inspector
- 1 Landscape Architect
- 1 Plumber

#5 CONSUMER AND HOMEMAKING

- 2 Baker
- 1 Chef
- 1 Child Care
- 1 Day Care Director
- 1 Meat Cutter

#6 ENVIRONMENT

- 1 Environmentalist

#7 FINE ARTS AND HUMANITIES

- 1 Actress
- 1 Archeologist
- 9 Commercial Artist
- 2 Commercial Photographer
- 1 Dancer
- 1 Designer
- 1 Drama Producer
- 1 Glass Blower
- 4 Interior Decorator
- 1 Jeweler
- 1 Musician
- 1 Potter
- 1 Sculptor
- 2 Singer
- 3 Songwriter
- 1 Glass Cutter

#8 HEALTH

1 Anesthesiologist
2 Dental Hygienist
1 Dentist
1 Dietitian
1 Hospital Administrator
1 Surgeon*
1 Technician
1 Therapist
1 Veterinarian

#9 HOSPITALITY AND RECREATION

1 Bartender
4 Flight Attendant**
1 Hostess
4 Manager/Director
12 Restaurant/Hotel Manager
1 Theater Manager
1 Travel Agent
1 Waiter/Waitress
2 Professional Athlete

#10 MANUFACTURING

2 Draftsperson
3 Engineer
1 Production Manager
1 Silkscreener
1 Ski Press Operator
1 Welder

#11 MARINE SCIENCE

1 Fish Hatchery Worker
2 Oceanographer
2 Scientist

#12 MARKETING AND DISTRIBUTION

1 Inventor
29 Retail Merchandising
2 Realtor

#13 PERSONAL SERVICES

2 Animal Caretaker
12 Beautician
2 Camp Counselor
1 Camp Director
5 Counselor
1 Zoo Keeper

#14 PRODUCT SERVICES

3 Electronic Technician
2 Radio Installer

#15 PUBLIC SERVICE

1 Fire Inspector
2 Lawyer
1 Librarian
8 Military
3 Politics
2 School Counselor
1 Security Officer
5 Teacher
7 Police Officer

#16 TRANSPORTATION

3 Body and Fender Mechanic
3 Longshoreman**
5 Mechanic
1 Pilot*

*Non-traditional explorations

APPENDIX D

COMMUNITY RESOURCE USE 1977-78

	1st Sem.	2nd Sem.	Yr. Total
Enrollment			
Total Student Enrollment	48	52	100
Withdrawals - - Moved, Left School	6	12	18
Total Completing Program	42	40	82
Individual Community Site Visits			
Number of Community Sites Used	119	172	231
Total Number of Site Visits	935	1058	1993
Average Number of Site Visits per Student	22.3	26.5	24.3
Total Student Hours Spent in Site Visits	1483	1597	3080
Average Hours of Site Visits per Student	35.3	39.9	37.6
Field Trips			
Number	9	13	22
Student Hours Spent in Field Trips	171	646	817
Average Hours Spent in Field Trips per Student	4.0	16.2	10.0
Seminars			
Number	13	17	30
Student Hours Spent in Seminars	280	664	944
Average Hours Spent in Seminars per Student	6.7	16.6	11.5
Totals			
Total Student Hours Spent in Community Resourse Use	1934	2907	4841
Average Hours Spent in Community Resource Use per Student	46	72.7	59.0
Percentage of Student Time Spent in Community Resource Use	29.5	40.4	32.8

COMMUNITY RESOURCE USE 1978-79

	1st Sem.	2nd Sem.	Yr. Total
Enrollment			
Total student enrollment	70	81	151
Withdrawls - - Moved, Left School	7	10	17
Total Completing Program	63	71	134
Individual Community Site Visits			
Total Number of Site Visits	1125	973	2098
Average Number of Site Visits per Student	17.9	13.7	15.7
Total Student Hours Spent in Site Visits	2296	2167	4463
Average Hours of Site Visits per Student	36.4	30.5	33.3
Field Trips			
Number	8	8	16
Student Hours Spent in Field Trips	453	300	753
Average Hours Spent in Field Trips per Student	7.2	4.2	5.6
Seminars			
Number	22	24	46
Student Hours Spent in Seminars	650	788	1438
Average Hours Spent in Seminars per Student	10.3	11.1	10.7
Totals			
Total Student Hours Sepnt in Community Resource Use	3399	3255	6654
Average Hours Spent in Community Resource Use per Student	54	45.8	49.7
Percentage of Student Time Spent in Community Use	37.4	31.8	34.5

COMMUNITY RESOURCE USE 1979-80

	1st Sem.	2nd Sem.	Yr. Total
Enrollment			
Total Student Enrollment	65	94	159
Withdrawals - - Moved, Left School	8	28	36
Total Completing Program	57	66	123
Individual Community Site Visits			
Total Number of Site Visits	516	428	1044
Average Number of Site Visits per Student	9.0	6.5	8.5
Total Student Hours Spent in Site Visits	1454	1808	3262
Average Hours of Site Visits per Student	26.0	27.7	26.5
Field Trips			
Number	9	2	11
Student Hours Spent in Field Trips	496	187	683
Average Hours Spent in Field Trips per Student	8.7	2.8	5.5
Seminars			
Number	35	37	72
Student Hours Spent in Seminars	1288	1684	2972
Average Hours Spent in Seminars per Student	22.6	25.5	24.2
Totals			
Total Student Hours Spent in Community Resourse Use	3238	3679	6917
Average Hours Spent in Community Resource Use per Student	56.8	55.7	56.2
Percentage of Student Time Spent in Community Use	31.6	31.0	31.2

APPENDIX E

$(CE)_2$ COMMUNITY RESOURCES

The following list represents the community sites participating in the $(CE)_2$ program. Many other organizations have made a preliminary commitment to work with students when the need arises.

L. Clarke Aaronson, M.D.
1811 156th Avenue N.E.

Advance Boats
334 116th Avenue S.E.

Acadia Health
1220 North 45th
Seattle, WA 98103

Air Traffic Control
3101 Auburn Way South
Auburn, WA 98002

Albert's Flowers, Inc.
322 Bellevue Square

Albertson's Bakery
10300 N.E. 8th

All-Pets Veterinary Hospital
225 112th Avenue N.E.

Analytical Methods
100 116th Avenue S.E.

Animal Control
King County Admin Bldg.
Seattle, WA 98104

Arthur's Bakery
138 107th Avenue N.E.

Athletic Northwest
2105 140th Avenue N.E.

B & H Auto Body Shop
12831 N.E. 14th Place

Backpacker's Store
14100 N.E. 20th Street

Bandstand East
11656 N.E. 8th

Bandwagon
800 156th Avenue N.E.

Bandwagon
833 Bellevue Way

Bank and Office Interiors, Inc.
225 106th Avenue N.E.

Barer Goldblatt Associates
515 116th Avenue N.E.

Bellevue Animal Hospital
10415 Main Street

Bellevue Aviation
Bellevue Airfield

Bellevue Beauty School
10112 N.E. 10th

Bellevue Boatland Inc.
12828 N.E. Bel-Red. Road

Bellevue Boys/Girls Club
209 100th N.E.

City of Bellevue (Photographer)
P.O. Box 1768

Bellevue Community College
3000 145th Place S.E.

Bellevue Community Services
400 108th N.E. #20

Bellevue City Council
2955 162nd Avenue S.E.

Bellevue Country Day School
210 100th N.E.

Bellevue Dental Laboratories
16301 N.E. 8th

Bellevue Dodge Inc.
316 116th Avenue N.E.

Bellevue Fire Department
666 Bellevue Way S.E.

Bellevue Fire Department
655 120th N.E.

Bellevue Fire Department
Para Medic Unit
9621 N.E. 24th

Bellevue Graphics
226 105th Avenue N.E.

Bellevue Montessori
2411 112th Avenue N.E.

Bellevue Parks Department
P.O. Box 1768

Bellevue Physical Therapy Center
1840 130th Avenue N.E.

Bellevue Police Department
111 - 116th Avenue S.E.

Bellevue Public Schools:
Ashwood Elementary
Audio Visual Repair
Bellevue High School Radio
Transportation
Bus Repair
Carpenter
Data Processing
Interlake High School Horticulture
Wilburton - Impaired Hearing
Highland Jr. High School
Hillaire
Medina
Odle
Painting
Bennett
Interlake Cottage
Maintenance
Sherwood Forest
Stevenson
Surrey Downs
Three Points Elementary
Warehouse

Bellevue Terrace Convalescent
150 102nd Avenue S.E.

Bel-Square Furniture & Interiors
725 Bellevue Way

Benjamin's Restaurant
10655 N.E. 4th

Bernies & Bottoms
421 Bellevue Way N.E.

Bevan Jewelers
455 Bellevue Square

Black Angus Restaurant
134 105th Avenue N.E.

Black Angus Restaurant
Entertainment
200 2nd Avenue West
Seattle, WA 98119

BMW
1100 116th Avenue N.E.

Boehm's Candy Kitchen
255 N.E. Gilman Blvd.
Issaquah, WA 98027

Bon Ton Bakery
119 106th Avenue N.E.

Boy Scouts of America
3120 Rainier South
Seattle, WA 98144

Brame Company
1715 114th S.E. #120

Brant Studio
244 Bellevue Square

Brauer and Associates
1703 Dexter North
Seattle, WA 98109

Breezin Ski Wear
Box 3412

Brenner Bros. Bakery
12000 N.E. Bel- Red. Road

Brothers Four Music Inc.
833 Bellevue Way

Bud's Select Meats
202 106th Place N.E.

Burden Bearer's Inc.
4th and Pike
Seattle, WA

Canaan Construction
P.O. Box 366
Bothell, WA 98011

Car Tunes
12950 Bel-Red. Road

Carolyn Hansen Fashion College
300 120th N.E. Bldg. 2 Suite 116

Cascade Mt. Ski Company
14603 N.E. 20th

Casey Family Program
13525 32nd N.E.
Seattle, WA 98125

Casual Aire
310 Bellevue Square

Frank Cathcart
10620 S.E. 20th

Centrum Motors
12700 Bel-Red. Road

Ceramique Boutique
10124 N.E. 10th

CH2M-Hill
1500 114th S.E.

Changes
10214 N.E. 8th

Child Protective Service
15027 Main Street

Child Welfare Service
15027 Main Street

Chopping Block
300 120th N.E. #3

Christian Village
211 Bellevue Way

Clothes Rack Cleaners
N.E. 8th and 156th

Janine Cochrell
855 106th N.E.

Conner Development Company
846 108th N.E. #202

Con's Auto Parts, Inc.
10619 N.E. 108th #202

Corby, Inc.
1807 130th N.E.

Crabapple Restaurant
326 Bellevue Square

Craft Supply
14603 N.E. 20th

Creative Elves
424 140th N.E.

Criminal Justice Class - BCC
3000 145th Place S.E.

Crossroads Theater
N.E. 8th and 156th

Crown Custom
1489 130th N.E.

Custom Design Kitchen
11105 N.E. 2nd

Custom Industries
10432 N.E. 8th

Cuttysark
10245 Main Street

Daily Journal American
1705 132nd Avenue N.E.

Design Marketing Services
10655 N.E. 4th #420

Dog and Cat Clinic of Bellevue
13812 N.E. 16th

Domani Restaurant
604 Bellevue Way N.E.

Duey's Veterinary Hospital
10329 N.E. 4th

Eagle Aircraft Company
Bellevue Airfield

Early World
13931 N.E. Bel-Red. Road

Eastgate Kennels
1836 132nd Place S.E.

East Side Alcohol Center
924 104th N.E.

Eastside Medical Laboratory
1199 116th N.E. #7

Eastside Rental
11830 N.E. 8th

Eastside Travel Service
616 Bellevue Way N.E.

Eddie Bauer
15010 N.E. 36th
Redmond, WA

Eddie Bauer Retail
135 Bellevue Square

Effective Marketing Communications
300 120th N.E.

Electronic Music Box
2320 6th Avenue
Seattle, WA 98134

Electrocraft Stereo
N.E. 8th and 110th N.E.

Ernst Sports Center
44 Bellevue Way

European Health Spa
10425 N.E. 8th

Evangel Book Center
127 106th N.E.

Bill Evans Dancers at
Lincoln High School
4400 Interlake North
Seattle, WA

Evered Lincoln Mercury Inc.
420 116th N.E.

Everybody's Records
10640 N.E. 8th

Exxon Company Representative
Roy Ferguson
2955 162nd S.E.

Family and Child Services
2645 145th S.E.

Farrell's Ice Cream Parlour
10116 N.E. 8th

Fashion Mart with Casual Aire
310 Bellevue Square

FBI
915 2nd Avenue
Seattle, WA

First Mutual Savings Bank
2255 116th N.E.

Fisker - Andersen
10919 N.E. 3rd

Fleur De Lis Florist
14603 N.E. 20th

Foss Tug and Launch
660 West Ewing
Seattle, WA

Foster & Marshall
777 106th N.E.

The Framery
304 105th N.E.

Fred Hutchinson Research
1124 Columbia

Howard L. Fultz, D.D.S.
1028 112th N.E.

Galaxy Travel
25 102nd Avenue N.E.

Gall Landau Young Construction Co.
1934 132nd N.E.

Gallery Mach NW
10116 N.E. 8th

Gerry Johnson Marine Surveyors
410 Bellevue Way S.E.

General Employment
700 112th N.E.

Gloria's School of Beauty
305 112th N.E.

Golden West Realty Inc.
10843 N.E. 8th

Richard A. Goldman, D.D.S.
10050 N.E. 10th

Gordie's Garage
17½ 102nd N.E.

Great American Disaster Restaurant
12700 Bel-Red. Road

Green River Community College
12401 S.E. 320th
Auburn, WA

Greenwood Inn
625 116th N.E.

Group Health Clinic & Hospital
2701 156th N.E.
Redmond, WA

Harley Davidson of Washington
14210 N.E. 20th

Harrison Dental Laboratory
1028 112th N.E.

Head Ski Representative
Denny Blaine
13750 N.E. 12th

M. Gerald Herman
10655 N.E. 4th

Holiday Inn
11211 Main Street

Honda
12223 Bel-Red. Road

Hubbard's Interiors
10429 N.E. 2dn

Humane Society
13212 S.E. Eastgate Way

Hunter's Books
246 Bellevue Square

Hyak Guitars
P.O. Box 3844

Icom-West
13256 Northrup

Ingram Books
1820 130th N.E.

Innervisions
304 N.E. 108th

Interior Dimensions
12870 N.E. 15th Place

Interlake Manor
1640 148th S.E.

It's About Time Upholstery
13500 Bel.-Red. Road

Jack & Jill Day Care & Preschool
1429 Bellevue Way

Jack McGovern's Music Hall
7th and Olive
Seattle, WA 98101

Jay Jacobs
10116 N.E. 8th

Jobe Corporation
12704 N.E. 124th
Kirkland, WA 98033

John Bauer Concert Company
11049 112th N.E.

John L. Scott Inc.
555 116th N.E.

John P. Flynn Associates
13433 N.E. 20th #U

Jongejan/Gerrard/Assoc.
23 103rd N.E.

Blackburn Joslin, M.D.
1545 116th N.E.

J.R.B. Motion Picture
4117 Stone Way North
Seattle, WA 98103

Jupiter Int. Ltd.
13203 N.E. 16th

Juvenile Court
1211 East Alder
Seattle, WA

Kathleen Peck Studio
10843 N.E. 8th

Kawaguchi Travel Service
400 108th N.E.

Kaye-Smith Productions
2212 4th Avenue
Seattle, WA 98121

KAYO
2939 4th South
Seattle, WA 98143

Keepsake Photographers
Crossroads Shopping Center

Kelsey Creek Park
P.O. Box 1768

Donald I. Kelts, DVM
2975 156th S.E.

King County Police
King County Court House
Seattle, WA

King County Police
18118 73rd Avenue N.E.
Bothell, WA 98011

King County Public Health
15607 N.E. Bel-Red. Road

KING-TV
320 Aurora Avenue North
Seattle, WA 98109

KING Advertising, Radio
320 Aurora Avenue North
Seattle, WA 98109

Peter Knoepfler, M.D.
1621 114th Avenue S.E.

KZAM Radio
10245 Main Street

Lake Hills Veterinary Hospital
840 140th S.E.

Lake Sammamish State Park
20606 S.E. 56th
Issaquah, WA

Lakeside Pontiac - GMC
10641 N.E. 8th

Lake Wash. Voc. Tech.
P.O. Box A
Kirkland, WA 98033

Lamonts
Crossroads Shopping Center

Lamonts Sign Shop
1511 6th Avenue
Seattle, WA 98101

Larry's One Hour Cleaning
14820 N.E. 24th

Lawrence the Florist
10047 Main Street

Lazarium
200 2nd Avenue North
Seattle, WA 98109

Leach, Thomas & Greiner
12505 Bel-Red. Rd. #201

Leg Room
Crossroads Shopping Center

Len's Automotive
12883 Northrup Way
Redmond, WA 98052

McClarty & Johnson Inc.
16301 N.E. 8th

McCormick & Naslund Realty Inc.
10703 Main Street

Mariners Play by Play
419 2nd Avenue South
Seattle, WA 98104

John Martin
1400 112th S.E. #100

Mastercraft Ring Company
12831 N.E. 21st Place

Meisel Photochrome
14850 N.E. 36th

Medicenter Pharmacy
1201 116th N.E.

Melco Laboratories
606 110th N.E. #309

Mercer Island Cyclery
7633 S.E. 27th
Mercer Island, WA 98040

Merle Norman Cosmetics
1424 156th N.E.

Mid Mountain Contractors
1401 130th N.E.

Stuart A. Minkin, M.D.
1400 116th N.E.

Mithun & Associates
2000 112th N.E.

Mobil Oil
804 Bellevue Way N.E.

Monarc Electric
13500 N.E. Bel-Red. Road

Moore VW
620 116th N.E.

Morup Signs
2853 152nd N.E.
Redmond, WA 98052

Mulberry Preschool
122 99th N.E.

Museum of History of Industry
2595 Crestmont Place West
Seattle, WA

Music-Vend Dist.
1550 4th Avenue South
Seattle, WA

Music West
Crossroads Shopping Center

Nanco
4606 148th N.E.

Nature's Pantry
939 Bellevue Way N.E.

Nature Photography
11758 Greenwood Avenue North
Seattle, WA 98133

NOAA
2725 Montlake Blvd. East
Seattle, WA 98102

NOAA - Oceanographer
1801 Fairview Avenue East
Seattle, WA

NOAA - Ship Surveyor
Lake Union Dry Dock
Seattle, WA 98102

Norm's Welding & Fabricating
4612 148th N.E.
Redmond, WA 98052

Northwest Discovery
421 Bellevue Way N.E.

Northwest Passage Restaurant
1430 114th S.E.

Northwest Welding
1807 130th N.E.

O'Brien International
14615 N.E. 91st Street
Redmond, WA 98052

Odd Couple
233 106th N.E.

Olde Main Gallery
10025 Main Street

Olympic Sports Center
2301 148th N.E.

Olympic Stain
Dave Long
5017 Brooklin N.E.
Seattle, WA 98105

Overlake Hospital
1035 116th N.E.

Overlake Internal Medicine
1011 116th N.E.

Overlake Photo Company
1423 130th N.E.

Pacific Badge & Trophy Co.
10202 Main Street

Painter's Apprenticeship
Paul Norling
2800 1st
Seattle, WA

Panaca
376 Bellevue Square

Ernest E. Patricelli D.D.S.
121 112th N.E.

Pay 'n Save Drug Stores
120 106th N.E.

Peace Corps
1601 2nd Avenue
Seattle, WA 98101

Penny Lane Records & Tapes
Crossroads Shopping Center

Perkins, Coie, Stone, Olsen
& Williams
1900 Washington Bldg.
Seattle, WA 98101

Photo and Film Inc.
219 104th N.E.

Planned Parenthood East
1420 156th N.E.

James Pipers, M.D.
1201 116th N.E.

Pizza and Pipes
550 N.E. 112th

Planter Florists
Crossroads Shopping Center

Plumbline Builders Assoc.
10615 N.E. 47th
Kirkland, WA 98033

Precision Metals Productions
1807 130th N.E.

Precision Tire & Wheel Inc.
31 Bellevue Way N.E.

Preservative Paint Company
2033 140th N.E.

Puget Sound Power and Light Company
10608 N.E. 4th

QFC
P.O. Box 3967

Racing Research & Development
13817 N.E. 20th

Regalia
1925 140th N.E.

Rick's Pets in Style
10676 NE 8th

Rubato Records
10672 N.E. 8th

Safari Pet Shop
221 105th N.E.

Safecom
777 106th N.E.

Safeway Bottling
1500 124th N.E.

Sambica
17700 Lk. Sammamish Rd. N.E.

Paul Sanders
2680 169th S.E.

Sambo's
825 116th N.E.

Sanglier Cadillac
1001 106th N.E.

Schwartz Ski Travel
4505 Lk. Wash. Blvd. N.E.

Screen Art
10202 Main Street

Seahawks
5305 Lk. Wash. Blvd. N.E.

Seattle Aquarium
Pier 59
Seattle, WA 98101

Seattle Aviation
Boeing Field
Seattle, WA

Seattle Community College
4455 Shilshole Ave. N.W.
Seattle, WA 98107

Seattle First Nat'l Bank
10555 N.E. 8th

Seattle Flight Service Station
7233 Airport Way South
Seattle, WA 98108

Seattle Speech & Hearing Center
1620 18th Avenue
Seattle, WA 98122

Seattle Manufacturing
12880 Northrup

Seattle Police Department
610 3rd Avenue
Seattle, WA

Seattle Radio Supply
2117 2nd Avenue
Seattle, WA 98121

Seattle Supersonics
221 West Harrison
Seattle, WA 98119

Seattle Times
Fairview N. and John
Seattle, WA 98111

Sue Sherman
1222 Taylor North
Seattle, WA 98109

Sherwood Travel
14908 N.E. Bel-Redmond Road

Simonson, Moore, Seelye, Olson
11027 N.E. 4th

Simpson Timber Company
3330 Overlake Pk.
Redmond, WA 98052

Speaker Factory
14100 N.E. 20th

Speakerlab
2241 148th N.E.

Sports West
Crossroads Shopping Center

Stereo Barn
2070 N.E. Bel-Red. Road

Stereoland
421 Bellevue Way N.E.

Sterling Landscape
14405 S.E.36th

Strom's Custom Cleaners
727 Bellevue Way N.E.

Sturtevants
622 Bellevue Way N.E.

Super Yarn Mart
14603 N.E. 20th

Suzuki
13817 N.E. 20th

Swartwood and Associates
612 Bellevue Way N.E.

Tapco
3508 140th N.E.
Redmond, WA

Texaco - Sherwood
15212 N.E. 20th

Thunderbird Inn
818 112th N.E.

Time Travelers
1511 2nd Avenue
Seattle, WA 98101

Tom & Jeff Hair Alright
924 Bellevue Way N.E.

Triad
1950 112th N.E.

Truckweld Equipment Company
739 9th Avenue North
Seattle, WA

T.S.I.
P.O. Box 9266

Tum-a-Lum Lumber
12150 N.E. Bel-Red. Road

Uncle Harold's Key & Cycle
372 Bellevue Square

Underwater Sports East
12014 N.E. Bel-Red. Road

United Counseling Ministry
752 108th N.E.

U.S. Air Force
10116 N.E. 8th

U.S. Army Corps of Engineers
P.O. Box C-3755
Seattle, WA 98124

U.S. Coast Guard
1327 3rd Avenue
Seattle, WA 98101

U.S. Marine Corps
10116 N.E. 8th

U.S. Navy
300 120th N.E.

U.S. Post Office
1171 Bellevue Way N.E.

Univ. of Washington
School of Business
Seattle, WA

Univ. of Washington
Environmental Engineer
Seattle, WA

Gil Zimmerman
5456 West Mercer Way
Mercer Island, WA 98040

Viking Vans
1900 132nd Avenue N.E. #A-4

Village Inn
1645 140th N.E.

Visage
10116 N.E. 8th

Wash. Natural Gas
805 156th N.E.

Wash. State Dept. of Ecology
4350 150th N.E.
Redmond, WA

Wash. State Dept. of Fisheries
P.O. Box 465
Issaquah, WA 98027

Wash. State Ferries
Seattle Ferry Terminal
Seattle, WA 98104

Wash. State Patrol
2803 156th S.E.

Wee People Infant & Toddler Center
10122 N.E. 10th

Western Airlines Pilots
Ron Mantei
3324 225th S.E.
Issaquah, WA 98027
Roger Berens
19841 S.E. 29th
Issaquah, WA 98027

Western Airlines
SeaTac International Airport
Seattle, WA 98158

Western Automation Corp.
15210 N.E. 40th
Redmond, WA 98052

Western Insurance
846 106th

Western Wash. State Crime Lab.
Public Safety Bldg. #200
Seattle, WA 98104

Wheelsport Ltd.
12020 Bel-Red. Road

George Wood, D.D.S.
1102 112th N.E.

Wooden Boat Works
1007 N.E. Boat Street
Seattle, WA 98105

Woodland Park Zoo
5500 Phinney North
Seattle, WA 98103

World of Toys
1645 140th N.E.

Yamaha - Redmond
7500 159th Place N.E.
Redmond, WA 98052

YMCA - Movement Exercises
14230 N.E. 20th Place

Youth Eastside Services
257 100th N.E.

Yogart Shop
N.E. 8th

Yuen Lui Studio
472 Bellevue Square

Additional community sites since January 1979:

A & H Cabinets Inc.
12650 Northrup Way

Aerie Northwest
4558 4th Avenue N.E.
Seattle, WA 98105

Action Graphics
11837 N.E. 112th
Kirkland, WA

Aero-Dyne Airlines
300 Airport Way
Renton, WA 98055

Aida Grey Cosmetics
10116 N.E. 8th

Air Traffic Control
3101 Auburn Way South
Auburn, WA. 98002

Alaska Camper
6410 South 143rd
Tukwila, WA 98168

Animal Control
King County Admin. Bldg.
Seattle, WA 98104

Austin's Jewelry
848 106th Avenue N.E.

Automatic Data Processing
925 116th N.E.

Automix Keyboards Inc.
4200 - 150th N.E.
Redmond, WA 98052

B & B Auto Parts
10505 Main Street

Ballet East
10021 Main Street

Battelle Institute
4000 N.E. 41st
Seattle, WA 98105

Belle Lanes
600 106th N.E.

Bellevue Art Museum
10310 N.E. 4th

Bellevue Art & Frame
100 - 108th Avenue N.E.

Bellevue District Court
300 120th Avenue N.E.

Benton McCarthy Realty
15015 Main Street

Birgit's Glass Studio
1811 - 130th Avenue N.E.

Boeing
Seattle, Renton, Everett

Boise Cascade Corporation
12600 N.E. Bellevue-Redmond Rd.

Bon Marche
Third and Pine
Seattle, WA 98101

Brooks McKnight Chevrolet
430 116th Avenue N.E.

Burnley School of Professional Art
905 East Pine Street
Seattle, WA 98122

Burnstead Construction
14150 N.E. 21st

Byte Shop
14701 N.E. 20th

Carnation Research Farm
Carnation, WA 98014

Central Park Stables
12609 N.E. 60th
Kirkland, WA 98033

The Cheese Shoppe
10222 N.E. 8th

Coca Cola Bottling Company
1150 124th Avenue N.E.

Tom Collins, M.D.
1600 116th Avenue N.E.

Collins Divers
643 5th Avenue
Kirkland, WA 98033

Colors Plus
13705 Bellevue-Redmond Road

Commercial Driver Training Inc.
24325 Pacific Highway South
Kent, WA 98031

Consulate General of the Federal
Republic of Germany
1200 5th Avenue - IBM Bldg.
Seattle, WA 98101

Cooperative Extension Service
312 Smith Tower
Seattle, WA 98104

Cornish Institute of Allied Arts
710 East Roy
Seattle, WA 98102

Crow's Nest
1900 N. Northlake Way
Seattle, WA 98103

Dellwihk-Hellriegel
11021 N.E. 3rd

Divers Institute of Technology
1133 N.W. 45th
Seattle, WA 98107

Robert L. Doty, D.D.S.
2825 80th S.E.
Mercer Island, WA 98040

Earth Consultants Inc.
12893 N.E. 15th Place

Entranco
100 - 116th Avenue S.E.

European Skin Care Centre
1728 116th Avenue N.E.

Evergreen Services Corporation
12010 S.E. 32nd Street

Farouche
11101 N.E. 4th

Harvey Featherstone, M.D.
University Hospital
Seattle, WA 98105

Federal Aeronautics Administration
616 West Perimeter Road

Federal Archives & Records Center
6121 Sand Point Way N.E.
Seattle, WA 98115

John P. Flynn Associates
13433 N.E. 20th

Bruce Gardner (Attorney)
1644 - 116th N.E.

Gary Bocz Hair Design
11009 N.E. 3rd Street

Greyhound Bus Lines
8th and Stewart
Seattle, WA 98101

Galaxy Travel
25 102nd N.E.

Gall Landau Young Construction Co.
1934 132nd N.E.

Haberdasher
17216 Redmond Way
Redmond, WA 98025

Herr's Custom Sound
3720(B) 128th S.E.

Highline Community College
South 240th & Pacific Highway So.
Midway, WA 98031

Hilton
6th & University
Seattle, WA 98101

Interior Design Guild
13555 Bellevue-Redmond Rd.

John Robert Powers Finishing School
1610 - 6th Avenue
Seattle, WA 98101

Gerry Johnson Marine Surveyor
410 Bellevue Way S.E.

Gene Juarez Hair Stylist
1501 5th Avenue
Seattle, WA. 98101

Katara's
13122 Northrup Way

KIRO-TV
3rd and Broad
Seattle, WA 98109

KISW Radio
1200 Stewart
Seattle, WA. 98101

KOMO-TV
4th North & Denny Way
Seattle, WA 98121

Longacres
Renton, WA. 98055

William Loscher, M.D.
1231 - 116th Aven. N.E.

Lyons Apparel
430 Bellevue Square

Harold G. McCoy, Chiropractor
35 148th S.E.

McGrath Development Inc.
4 Lake Bellevue Drive

McKee Construction Co.
701 S.W. 148th Street
Seattle, WA 98166

Magnolia Hi-Fi
14701 N.E. 20th

Lee Mankin, D.D.S.
15710 N.E. 24th

Meisel Photochrome Corporation
14850 N.E. 36th
Redmond, WA 98052

Dr. Anita Mendez
27 100th N.E.

Merrill Lynch Pierce Fenner & Smith
1215 4th Avenue
Seattle, WA 98161

Mid-Mountain Contractors Inc.
1401 130th Avenue N.E.

Thomas W. Mitchell, D.D.S.
724 - 100th Avenue N.E.

Montessori School
2411 112th Ave. N.E.

Multi Chrome Studio
14910 N.E. 31st Cr.
Redmond, WA 98052

Newport Covenant Church
12701 S.E. Newport Way

Nordstroms
265 Bellevue Square

North Seattle Community College
9600 College Way North
Seattle, WA 98133

Northwest Airlines
Capt. Tom Finnelly, Pilot
16809 N.E. 6th

Northwest Leather
117 W. Denny Way
Seattle, WA 98109

Overlake Florist
14808 N.E. 24th
Redmond, WA 98052

Pacific Northwest Bell
1101 4th Avenue
Seattle, WA 98101

Pacific Partition Systems
1450 114th S.E.

Pacific Stereo
1100 Bellevue Way S.E.

Parkwood Homes Inc.
7850 159th Place
Redmond, WA 98052

Port of Seattle
Seattle, WA

Pottery Northwest
226 1st North
Seattle, WA 98109

Precision Metals Productions
1807 130th N.E.

Puget Sound Sports Medicine &
Physical Therapy Center
1200 116th Avenue N.E.

Radio 1
1910 132nd N.E.

Radiology Group
P.O. Box 806

Renton Vo-Tech
3000 N.E. 4th
Renton, WA 98055

Scan/Design
10515 N.E. 6th

John L. Scott Inc.
555 - 116th N.E.

Seattle Seahawks
5305 Lk. Wash. Blvd. N.E.
Kirkland, WA 98033

The Shady Lady
Factoria Square

Spence Auto Upholstery
830 106th N.E.

Stress Technology
12130 N.E. Bellevue-Redmond Rd.

Sundstrand
Overlake Industrial Park
Redmond, WA 98052

Tower Records
500 Mercer Street
Seattle, WA 98109

Transform
300 120th Avenue N.E.

Travel Makers
12001 N.E. 12th

Travel Network
13200 Northrup Way

U.S. Army
10116 N.E. 8th

U.S. Forest Service
North Bend Ranger Station
North Bend, WA. 98045

University of Washington
School of Architecture
Seattle, WA.

University of Washington
Ceramics Engineering
Seattle, WA.

University of Washington
Medical Library
Seattle, WA. 98105

University of Washington
Department of Psychology
Seattle, WA 98105

Viking Vans
1900 132nd Avenue N.E.

Village Inn
1645 - 140th Avenue N.E.

Washington Athletic Equipment
2715 Western
Seattle, WA 98121

Washington Mutual Savings Bank
10525 N.E. 6th

Wherehouse Records
1100 Bellevue Way N.E.

APPENDIX F

$(CE)_2$ COMMUNITY PARTICIPATION SURVEY

I. IMPACT ON VOCATIONAL EDUCATION PROGRAMS

A. Please indicate which of the following vocational education activities, other than $(CE)_2$, your firm or agency participated in during the past two years.

_____ Student field trips and tours

_____ Employment of students in programs such as Distributive Education, Diversified Occupations, Office Occupations or other programs where students receive school credit for working.

_____ Presentations to students at schools

_____ Donation/loan of equipment/materials

_____ Participation on vocational advisory committee

_____ Other (please specify) _____

_____ NONE

B. What effect will your participation in $(CE)_2$ have on your firm's willingness and/or ability to participate in the activities listed above?

_____ It will have a favorable effect.

_____ It will have no significant effect.

_____ It will have a negative effect.

II. $(CE)_2$ STUDENT SITE VISITS

How do we rate with you on the following? Please circle number on the scale.

A. PROGRAM CONCEPT: Students should explore occupations through community visits +2 +1 0 -1 -2

B. STAFF CONTACT

- $(CE)_2$ staff contact with business +2 +1 0 -1 -2
- Staff contact prior to each student call is a valuable step in the process +2 +1 0 -1 -2
- Adequate program information was supplied to cooperating businesses +2 +1 0 -1 -2
- $(CE)_2$ staff was readily accessible to supply help and information +2 +1 0 -1 -2

C. $(CE)_2$ Operation

- Length of student visitation time is adequate
  +2 +1 0 -1 -2

- Exploration schedule adequate (2 times per week)
  +2 +1 0 -1 -2

- Students arrived and departed from businesses in an acceptable manner +2 +1 0 -1 -2

D. Students

- Students were able to introduce themselves and describe reason for making contact +2 +1 0 -1 -2

- Students made exploration appointments properly
  +2 +1 0 -1 -2

- Students handled explorations in a business-like manner
  +2 +1 0 -1 -2

- Students were prepared for their visits
  +2 +1 0 -1 -2

- Students dressed appropriately for the job tasks involved
  +2 +1 0 -1 -2

- Student's behavior on exploration site was acceptable
  +2 +1 0 -1 -2

- Students were able to discuss general job area
  +2 +1 0 -1 -2

COMMENTS

Name Position Organization

$(CE)_2$ COMMUNITY PARTICIPATION SURVEY

APPENDIX F

In June 1978 participating community sites were surveyed. The responses from forty-two organizations are summerized in this report.

I. IMPACT ON VOCATIONAL EDUCATION PROGRAMS

A. Vocational Education Activities within past 2 years

	Number of firms
- Student field trips/tours	13
- Employment of students who receive school credit for working	18
- Presentations to students at schools	17
- Donation/loan of equipment/materials	6
- Participation on vocational advisory committee	6
- Other	4
- None	13

B. Effect of $(CE)_2$ participation on firm's willingness to participate in activities listed above.

- Favorable effect	22
- No significant effect	20
- Negative effect	0

II. $(CE)_2$ STUDENT SITE VISITS *

	+2	+1	0	-1	-2
A. Program Concept of Students Exploring Occupations in the Community	35	6	1	0	0
B. Staff Contact					
- $(CE)_2$ staff contact with business	20	10	7	0	1
- Value of staff contact prior to student visit	29	8	4	0	0
- Adequacy of program information supplied	26	10	2	3	1
- Accessibility of $(CE)_2$ staff	23	12	5	0	0
C. $(CE)_2$ Operation					
- Length of student visitation time	17	16	4	3	2
- Adequacy of exploration schedule	21	12	3	3	0
- Student site arrival and departure	28	11	2	1	1
D. Students					
- Student self-introduction & statement of reason for visit	20	13	5	4	0
- Exploration appointments made properly	22	16	2	3	0
- Business-like manner of students	26	9	6	1	1
- Students preparation for visits	20	13	4	4	1
- Students appropriately dressed	24	10	5	3	0
- Student's behavior	32	10	0	1	0
- Student's ability to discuss general job area	15	16	4	4	1

*Some respondents answered more than once on some questions

Comments:

"We found the students enjoyable and helpful at Kelsey Creek . . . Students didn't seem to have an awareness of the jobs this experience might lead to - from zoo keeper to veterinarian to park interpreter . . . I think you have a very successful program and will be happy to participate this year--"
(Nancy Hutto - Kelsey Creek Park)

"Students on the whole were quite refreshing and 'grown-up' in the way they handled everything"
(Velta Pollard, Overlake Photo Company)

"As a result of my first experience with a $(CE)_2$ student work program, I am eager to participate again . . ."
(Don McGehe, Melco Labs)

APPENDIX G

BELLEVUE PUBLIC SCHOOLS
Bellevue, Washington

COURSE CURRICULUM OUTLINE

SCHOOL DISTRICT: Bellevue

COURSE TITLE: *$(CE)_2$ - Community Experiences for Career Education*

SCHOOL: Bellevue High School INSTRUCTOR: Alice Siegal

LENGTH OF COURSE: 2 periods; length of period: 50 minutes

PREREQUISITES: None GRADES WHERE OFFERED 10, 11

TEXT: Exploring Career Decision-Making (ECDM), Appalachia Educational Laboratory, Inc. McKnight Publishing Company

SCHOOL DISTRICT'S PROGRAM GOALS:

1. Students will identify and clarify personal abilities, interests, and values in relation to their career development.
2. Students will understand and utilize in their own career planning, the interactions among life roles personal life styles, and occupational choices.
3. Students will utilize in their own career planning occupational and economic information.
4. Students will identify and understand the differences in working relationships associated with various occupations.
5. Students will acquire and apply decision making skills.
6. Students will utilize parental, school, and community resources in experiencing a variety of career awareness activities and in developing career related skills.

COURSE GOALS: *As a result of experiences gained in this course students will:*	Corresponding Program Goal No.
1. Identify and clarify personal interests, values, abilities and aptitudes and relate these to their career goals.	1
2. Explore several occupations related to their identified personal characteristics.	4
3. Demonstrate the ability to acquire and use information related to occupations obtained from both direct and indirect sources for career planning.	3, 6
4. Demonstrate the ability to use a decision-making process in their career planning.	5

COURSE GOALS (continued)	Corresponding Program Goal No.
5. Acquire knowledge of factors influencing sex role/ racial stereotyping and use this understanding to consider and explore non-traditional occupations and life styles.	2
6. Develop employment skills which will permit them a choice of a job, further education or both.	2, 4
7. Apply career knowledge to planning school courses and activities that relate to their career goals.	3, 5
8. Acquire knowledge about economic, social and family factors that influence career decisions.	
9. Identify changes in social, economic, and technological areas that affect occupations and life styles.	4, 6

BELLEVUE PUBLIC SCHOOLS
Bellevue, Washington

Date 9/7/78

COURSE CURRICULUM OUTLINE

Course Title (CE)$_2$ Community Experiences for Career Education

Class Periods	Learning Units to be Covered In Area of Instruction	Course Goal	Expected Student Outcome (Performance Objective)	Learning Activities	Evaluation
Number:	*Major topics include:*	*Number:*	*Upon successful completion of this course students will be able to:*	*In this class students will:*	*Method or process:*
2	Course Orientation - Introduction of staff and students - Student Expectations - Course Overview - Student Responsibilities - Grading		- State names of students and staff and describe their special interests/roles. - Describe their expectations and how this relates to course goals and objectives. - State their responsibilities. - State how they were evaluated.	- Interview each other and then introduce to class. - Write their expectations and then discuss. - Listen to how course objectives relate to their expectations. - Read and discuss "Student Handbook". - Discuss Attendance and Grading hand outs, and Zone Calendars and what is expected of them.	- Teacher observation and discuss. - Students' written "Expectations". - Individual student conferences.
2 1	Preparing for Community Site Explorations - Choosing an Occupation to Explore	1, 2	- Identify their interests and relate to areas of work.	- Complete Self-Directed Search and Unit V of ECDM. - Listen to a presentation by the Community Resource Specialist regarding selecting and exploring occupations. - Viewing slides of students at community sites.	- Teacher observation and discussion.
1.5	- How to make telephone appointments		- Make telephone appointments properly and with confidence.	- View film "How to Lose Your Best Customer" and then discuss. - Read "How to Make Telephone Appointments" hand outs. - Use Teletrainer to practice proper methods.	- Teacher and students' completed evaluation forms. - Individual student conferences.
1	- Appropriate behavior and grooming for community sites		- Behave and dress appropriately for the community site.	- Community person presentation.	

BELLEVUE PUBLIC SCHOOLS
Bellevue, Washington

COURSE CURRICULUM OUTLINE

Date 9/7/78

Course Title (CE)$_2$ Community Experiences for Career Education

Class Periods	Learning Units to be Covered In Area of Instruction	Course Goal	Expected Student Outcome (Performance Objective)	Learning Activities	Evaluation
Number:	*Major topics include:*	*Number:*	*Upon successful completion of this course students will be able to:*	*In this class students will:*	*Method or process:*
2	- Interviewing for occupational information	3	- Interview persons to obtain useful occupational information.	- Prepare questions for gaining desired information. - Practice interviews of students. - Interview an adult and report in class.	
2	- Observing workers and sites for occupational information	3, 1	- Describe main characteristics of the occupation observed and relate this to their personal interests and values. - Plan how to get usable information at the community site exploration.	- Field visit - community person presentation. - Participate in "Value" activity (Unit III, Act. H). - Complete Exploration Guide for practice.	- Teacher observation and discussion. - Exploration Guide
6	Career Awareness - Career Goals	1	- Identify personal goals. - Identify personal action to meet goals. - Identify components of career. - Identify past and present career activities. - Project potential career activities.	- Read first chapter in If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else and discuss. - Watch a filmstrip "Career Goals". - Chart their goals. - Ask adults about their work. - Chart the kinds of activities they want in their careers. - Construct a collage of their goals.	- Teacher observation and discussion. - Individual student work.
4	Self Understanding - Personal values Work values - Personal Traits (Adaptive Skills)	1	- Identify personal and work values that will affect their career decisions. - Describe the kinds of people they are and would like to be.	- List 15 activities they most like to do. - Poll values - Complete "Pie of Life". - Complete a work value form.	- Individual student conferences. - Teacher observation and discussion.

BELLEVUE PUBLIC SCHOOLS
Bellevue, Washington

COURSE CURRICULUM OUTLINE

Date 9/7/78

Course Title (CE)$_2$ Community Experiences for Career Education

Class Periods	Learning Units to be Covered in Area of Instruction	Course Goal	Expected Student Outcome (Performance Objective)	Learning Activities	Evaluation
Number:	*Major topics include:*	*Number:*	*Upon successful completion of this course students will be able to:*	*In this class students will:* - Use "help wanted" ads to find work values. - Create business cards. - Use a check list to identify personal traits, what they want to change. - View film "Second Effort".	*Method or process:* - Teacher observation and discussion.
2.5	Aptitudes	1	- Describe the meaning of aptitudes. - Estimate their aptitudes. - Relate their aptitudes to occupations (Worker Trait Groups).	- View and discuss filmstrips, "What Are Aptitudes" and "Learning About Your Aptitudes". - Read about significant aptitudes. - Estimate their own aptitudes. - Examine aptitude requirements for their preferred groups of occupations.	- Individual student conferences. - Quiz
3.5	Decision-making	4	- Identify decision strategies. - List the five steps of the decision-making process. - Apply the decision-making process.	- Discuss ways decisions are made. - Read and discuss the five steps of the decision-making process. - Use the process.	- Individual student work. - Quiz
72 2 2 5	Occupational Information A. Direct sources of occupational information Community Site Explorations - Work Activities - Work Situations - Work Environment	1, 2, 3	- Describe the function, characteristics, requirements, preparation and financial and psychological rewards of occupations related to their personal interests, values, and aptitudes.	- Request an occupation to explore. - Make appointment for initial visit. - Prepare questions for interview. - Outline exploration plan with Community Instructor on first visit.	- Completed Exploration Guides. - Thank you letters. - Feedback from the Community Instructor. - Individual student conferences.

BELLEVUE PUBLIC SCHOOLS
Bellevue, Washington

COURSE CURRICULUM OUTLINE

Date 9/7/78

Course Title (CE)$_2$ Community Experiences for Career Education

Class Periods	Learning Units to be Covered in Area of Instruction	Course Goal	Expected Student Outcome (Performance Objective)	Learning Activities	Evaluation
Number:	*Major topics include:*	*Number:*	*Upon successful completion of this course students will be able to:*	*In this class students will:*	*Method or process:*
			- Describe work activities, work situations, physical environment, and social environment that they prefer and those they dislike.	- Interview and observe workers. - Have "hands-on" experiences. - Complete Exploration Guide with the help of the Community Instructor.	
				- Write a Thank You letter to Community Instructor.	- Individual student work.
				- Discuss exploration in class.	
				- Complete activities in Units VI, VII, and X of ECDM.	- Teacher observation and discussion.
2	- Preferred School Subjects and Activities Related to Occupations		- Identify preferred school subjects and activities and relate them to occupations.	- Complete activities in Unit VIII of ECDM.	- Individual student work.
2.5	- Outlook for Occupations		- State projected employment opportunities for occupations of interest.	- Reading Occupational Outlook Handbook. - Use WOIS - Ask Community Instructors	- Quiz
			- Identify occupations projected to be in demand during the 1980's.	- Read current magazine articles.	
10.5	B. Indirect Sources of Occupational Information	3	- Describe the functions of occupational classification systems.	- View filmstrip "Introduction to the Career Information System"	- Teacher observation and discussion.
			- Evaluate occupational information	- Read and discuss Worker Trait Group, Career Clusters.	- Individual student assignments.
			- Locate sources of occupational information.	- Listen to presentation on D.O.T., Occupational Outlook Handbook.	- WOIS Printouts
				- Visit Career Center - presentation by Career Center Counselor.	- Quiz
				- Visit Library - presentation by Librarian.	

BELLEVUE PUBLIC SCHOOLS
Bellevue, Washington

Date 9/7/78

COURSE CURRICULUM OUTLINE

Course Title (CE)$_2$ Community Experiences for Career Education

Class Periods	Learning Units to be Covered in Area of Instruction	Course Goal	Expected Student Outcome (Performance Objective)	Learning Activities	Evaluation
Number:	*Major topics include:*	*Number:*	*Upon successful completion of this course students will be able to:*	*In this class students will:*	*Method or process:*
				- Listen to presentation about WOIS. - Complete WOIS Quest and make appointment to use WOIS. - Complete Library and Career Center assignments. - Use WOIS.	
3	Career and Leisure	1, 7	- Identify preferred leisure activities. - Identify settings in which preferred work and leisure activities may be found. - Identify relation of preferred leisure activities to occupations. - Describe desired work-leisure pattern.	- List preferred leisure activities. - Find preferred work and leisure activities. - Watch and discuss filmstrip, "Work Experiences". - Relate leisure to occupations. - Describe the work-leisure pattern preferred.	- Individual student work. - Teacher observation and discussion. - Individual student conferences.
5.5	Economic Influences	8	- Identify economic factors affecting spending. - Prepare personal budget estimates. - Locate and interpret information affecting employment and income. - Prepare plans for their economic future.	- Examine changes in cost of living and earnings. - Explore lifestyle costs. - Explore the outlook on occupations. - Read and discuss occupations in the future. - Prepare a personal budget.	- Teacher observation and discussion. - Individual student work.
4	Social and Family Influences	8, 5	- Identify social factors that affect career decisions. - Describe the ways in which the occupations and values of their parents might affect their career choices.	- Examine social barriers. - Prepare a family tree showing their families' occupations. - Examine their families' work values.	- Teacher observation and discussions. - Individual student work.

BELLEVUE PUBLIC SCHOOLS
Bellevue, Washington

COURSE CURRICULUM OUTLINE

Date 9/7/78

Course Title (CE)$_2$ Community Experiences for Career Education

Class Periods	Learning Units to be Covered in Area of Instruction	Course Goal	Expected Student Outcome (Performance Objective)	Learning Activities	Evaluation
Number:	*Major topics include:*	*Number:*	*Upon successful completion of this course students will be able to:*	*In this class students will:*	*Method or process:*
			- Discuss the degree to which they feel their peer group influences their decisions.	- Rate the effect their peers have on their decisions.	- Individual student conferences.
2	Non Traditional Occupations and Life Styles	5, 9	- Identify factors influencing sex role/racial stereotyping. - Describe the effects of such stereotyping. - Identify factors influencing changes in people's attitudes. - Describe the results of such changes.	- List traditional male and female occupations. - Discuss characteristics of occupations. - View film "Anything You Want to Be". - Discuss film - Discuss stereotyping. - Discuss laws and other factors influencing changes. - Vote on life style situations.	- Teacher observation and discussion. - Individual student conferences.
6	Career Planning	3, 4, 7	- Clarify career goals. - Identify alternate means to goals. - Identify criteria for a satisfying career plan. - Evaluate career alternatives and make a decision. - Make a career plan.	- Review information gathered about themselves and occupations. - Revise goals. - Check goals against planning factors. - Determine planning needs. - Explore alternatives. - Identify criteria for evaluating alternatives. - Evaluate alternatives and decide. - Develop a plan. - Prepare a flow chart for career plan. - Prepare a time line for career plan.	- Teacher observation and discussion. - Individual student conferences. - Individual student work.

BELLEVUE PUBLIC SCHOOLS
Bellevue, Washington

COURSE CURRICULUM OUTLINE

Date 9/7/78

Course Title (CE)$_2$ Community Experiences for Career Education

Class Periods	Learning Units to be Covered in Area of Instruction	Course Goal	Expected Student Outcome (Performance Objective)	Learning Activities	Evaluation
Number:	*Major topics include:*	*Number:*	*Upon successful completion of this course students will be able to:*	*In this class students will:*	*Method or process:*
6.5	**Employment Skills**	6	- Identify their job skills and work interests. - Complete a work application. - Write a resume. - Identify possible employers. - Find job openings. - Contact employers. - Prepare for an interview.	- Participate in a presentation on Job Seeking skills by Jobline - role playing - mock interviews - Write a narrative of five achievements and then identify skills used (chart skills). - Complete work applications. - Prepare a resume.	- Teacher observation and discussion. - Student narrative of achievements and skill chart. - Completed application Completed resumes - Quiz
4	**Your Future**	3, 4, 9	- Clarify personal career plans - Describe factors related to future change -- technological, economic, social. - Reaffirm personal career plans in relation to personal values and projected change.	- Review their career plan in a small group for other points of view. - Revise career plans. - Respond to quotations on work values. - Respond to selections from Working, Terkel. - Review current articles on projected change and discuss. - Identify changes that could affect their career plans. - Work in small groups to discuss ways they could adapt their career plans to projected changes. - Identify action needed to meet projected changes.	- Teacher observation and discussion - Individual student conferences.

BELLEVUE PUBLIC SCHOOLS
Bellevue, Washington

COURSE CURRICULUM OUTLINE

SCHOOL DISTRICT: Bellevue

COURSE TITLE: *$(CE)_2$ - Community Experiences for Career Education*

SCHOOL: Interlake High School INSTRUCTOR: Michael Gass

Length of Period: 50 Minutes

LENGTH OF COURSE: 1 Class Period, 1 Contract Period, 1 Exploration Period

PREREQUISITES: None, Juniors receive priority

GRADES WHERE OFFERED: 10, 11, 12

SCHOOL DISTRICT'S PROGRAM GOALS:

A. Students will identify and clarify personal abilities, interests and values in relation to their career development.

B. Students will understand and utilize in their own career planning, the interactions among life roles, personal life styles, and occupational choices.

C. Students will utilize in their own career planning occupational and economic information.

D. Students will identify and understand the differences in working relationships associated with various occupations.

E. Students will acquire and apply decision making skills.

F. Students will utilize parental, school, and community resources in experiencing a variety of career awareness activities and in developing career related skills.

COURSE GOALS:	Corresponding Program Goal No.
As a result of experiences gained in this course students will:	
1. Identify and describe their own current abilities, limitations and interests, recognizing that these may change with further education or experience.	A, B
2. Demonstrate an awareness of and a knowledge about a wide variety of paid and non-paid work opportunities.	D
3. Make informed decisions about their futures and show evidence of satisfaction with their tentative occupational choices.	E
4. Know the function, characteristics and requirements of a range of occupations within self-selected clusters of occupations.	B, C
5. Investigate one or more occupations not traditionally associated with their sex-role.	B
6. Be aware of the level of Basic Skills needed to accomplish their personal goals and will understand the relationship of that level to their current Basic Skills proficiency.	C

COURSE GOALS (continued)

	Corresponding Program Goal No.
7. Show evidence of improvement in their level of decision-making skills and their approach to attaining personal goals.	E
8. Demonstrate an increase in the ability to use direct sources such as observations or interviews, in addition to indirect sources such as written material, in gathering information for reports and projects.	F
9. Demonstrate the ability to work with others and assume responsibility for carrying out tasks which they agree to complete.	F

BELLEVUE PUBLIC SCHOOLS
Bellevue, Washington

Date July 1979

COURSE CURRICULUM OUTLINE

Course Title $(CE)_2$ Community Experiences for Career Education Area of Instruction Introduction

Class Periods	Learning Units to be Covered in Area of Instruction	Course Goal	Expected Student Outcome (Performance Objective)	Learning Activities	Evaluation
Number:	*Major topics include:*	*Number:*	*Upon successful completion of this course students will be able to:*	*In this class students will:*	*Method or process:*
4½-9 hrs	Course Orientation 1. Purpose of $(CE)_2$ a. career exploration b. improve or reinforce self-image 2. $(CE)_2$ concept a. self-awareness b. occupational awareness c. decision making d. career planning 3. $(CE)_2$ staff and their roles 4. $(CE)_2$ activities a. In-Class credit 1. Guest speakers 2. Field trips 3. Teacher presentations 4. Group meetings 5. Student presentations b. Contract credit 1. Projects 2. Journals c. Exploration credit 1. Community explorations 2. Exploration guides 5. The exploration process a. exploration request b. confirmation c. telephone call d. transportation e. tentative outline f. initial interview g. site visitation h. closing i. letter	-	- Describe the purpose of the course. - List the activities they will be involved in. - State what is expected of them in the course. - Describe how they will be evaluated. - Describe the exploration process.	- Listen to teacher presentation. - Watch slide & overhead presentations. - Listen to a community instructor discuss expectations of students on sites. - Participate in group discussions. - Participate in question and answer period. - Read related materials. - Write a journal on why they decided to enroll in $(CE)_2$ (Journal I-1) - Write a journal on what occupations they have been thinking of as career possibilities and relate what appeals to them most and least about each and what they'd like to learn about each in the $(CE)_2$ program. (Journal I-2) - Use Tela-Trainer Kit to practice communications techniques. - Watch selected parts of the films "Job Interview: 3 Men" and "Job Interview: 3 Women".	- Informal teacher observation and discussion. - Teacher assessment of Journal I-1 & 2 with individualized feedback to each student.

BELLEVUE PUBLIC SCHOOLS
Bellevue, Washington

Date July 1979

COURSE CURRICULUM OUTLINE

Course Title (CE)2 Community Experiences for Career Education - Area of Instruction Self-Awareness - Personal Qualities

Class Periods	Learning Units to be Covered in Area of Instruction	Course Goal	Expected Student Outcome (Performance Objective)	Learning Activities	Evaluation
Number:	*Major topics include:* 6. Attendance & Tardies 7. Grading 8. Other student responsibilities	*Number:*	*Upon successful completion of this course students will be able to:*	*In this class students will:*	*Method or process:*
1½-2 hrs	Student Assessment of Their Personality Traits 1. Creativity 2. Knowledge 3. Relating 4. Security 5. Prestige 6. Order 7. Leadership 8. Independence 9. Beauty 10. Self-realization 11. Achievement 12. Social Service 13. Economic Reward 14. Creation 15. Variety 16. Endurance	1,8,9	- Describe their more dominate personality with the realization that they may change in the future.	- Complete a "Personal Traits Inventory" as part of Project I, Activity 2, review the results from other assessment tools.	- Teacher evaluation of Project I, Activity 2. - Informal teacher observation and discussion.
1½-2 hrs	Student Assessment of Their Work Values 1. Recognition 2. Achievement	1,8,9	- Describe their work values with the realization that they may change in the future.	- Complete a "Work Related Values Inventory" as part of Project I, Activity 1, review the results and compare them with the results from other assessment tools.	- Teacher evaluation of Project I, Activity 3. - Teacher evaluation of Journal I-1, III-1, IV-3, with individualized feedback to each student.

BELLEVUE PUBLIC SCHOOLS
Bellevue, Washington

Date July 1979

COURSE CURRICULUM OUTLINE

Course Title (CE), Community Experiences for Career Education

Area of Instruction Self-Awareness - Personal Qualities

Class Periods	Learning Units to be Covered in Area of Instruction	Course Goal	Expected Student Outcome (Performance Objective)	Learning Activities	Evaluation
Number:	*Major topics include:* 3. Dominance 4. Social Welfare 5. Self-expression 6. Money 7. Importance of work 8. Moral values 9. Independence 10. Creativity 11. Challenge 12. Relationship through the job 13. Variety	*Number:*	*Upon successful completion of this course students will be able to:*	*In this class students will:* - Write a journal on items they would bid on in a silent auction in order to determine what they value most. (Journal I-4) - Write a journal on which of three items they would buy in order to determine whether they're more self, friend or community oriented. (Journal III-1) - Write a journal on what has influenced them to think about their future work in the way they do. - Watch the film "Values and Goals - A Way to Go" and discuss the values of the participants and the ways the values were developed.	*Method or process:* - Informal teacher observation.
2½-3 hrs	Student Assessment of Their Skills 1. Using hands 2. Using body 3. Using words 4. Using senses 5. Using numbers 6. Using Intuition 7. Using analytical thinking or logic 8. Using originality or creativity 9. Using helpfulness	1,8,9	- Describe their transferable skills, recognizing that these will change with further education or experience.	- Complete the "Beginner's Job Hunting Map" as part of Project I, Activity 3, review the results from other assessment tools. - Write a journal on their past successes, achievements or accomplishments (Journal I-3).	- Teacher evaluation of Project I, Activity 3. - Teacher evaluation of Journal I-3 with individualized feedback to each student.

BELLEVUE PUBLIC SCHOOLS
Bellevue, Washington

Date July 1979

COURSE CURRICULUM OUTLINE

Course Title (CE) Community Experiences for Career Education — Area of Instruction Self-Awareness - Personal Qualities

Class Periods	Learning Units to be Covered in Area of Instruction	Course Goal	Expected Student Outcome (Performance Objective)	Learning Activities	Evaluation
Number:	*Major topics include:* 10. Using artistic abilities 11. Using leadership 12. Using follow-through	*Number:*	*Upon successful completion of this course students will be able to:*	*In this class students will:*	*Method or process:*
2½-5 hrs	Student Assessment of Their Aptitudes 1. General intelligence 2. Verbal 3. Numerical 4. Spacial 5. Form perception 6. Motor coordination 7. Finger dexterity 8. Manual dexterity	1,8,9	- Describe their aptitudes in relation to the aptitudes of others with the realization that they may change with further education or experience.	- Complete the "GATB" as part of Project I, Activity 4 and review the results comparing them with the results of other assessment tools.	- Teacher evaluation of Project I, Activity 4.
1½-2 hrs	Student's Identification of School Subjects That Are Interesting to Them	1,8,9	- Describe their best school subjects, realizing that this depends greatly on motivation and could change greatly in the future.	- Complete the "School Subjects Check List" as part of Project I, Activity 5, review the results and compare it to the results of other assessment tools.	- Teacher evaluation of Project I, Activity 5. - Informal teacher observation and discussion.
3½-7 hrs	Students' Awareness of Change in Their Personal Qualities 1. Changes due to a change in life stages. 2. Changes due to critical turning points.	1,8,9	- State different types of situations that could change them socially, physically, morally, emotionally, intellectually, etc.	- Observe the filmstrip "Life Stages". - Listen to teacher presentation on life stages. - Listen to a guest speaker from "Telos" on life changes.	- Informal teacher observation and discussion. - Teacher evaluation of Journals II-3 and III-3 with individualized feedback to each student.

BELLEVUE PUBLIC SCHOOLS
Bellevue, Washington

Date July 1979

COURSE CURRICULUM OUTLINE

Course Title (CE)$_2$ Community Experiences for Career Education Area of Instruction Self-Awareness - Personal Qualities

Class Periods	Learning Units to be Covered in Area of Instruction	Course Goal	Expected Student Outcome (Performance Objective)	Learning Activities	Evaluation
Number:	*Major topics include:*	*Number:*	*Upon successful completion of this course students will be able to:*	*In this class students will:*	*Method or process:*
				- Complete a parent questionnaire on "Life Changes". - Participate in a group discussion on "Life Changes". - Write a journal on critical turning points in their lives. (Journal II-3) - Write a journal on whether they would prefer their future to be very similar to the present or drastically changed. (Journal III-3)	
2½-4 hrs	How Environment, Especially Occupations, Shape Individuals 1. Socially 2. Physically 3. Morally 4. Emotionally 5. Intellectually 6. Etc.	1,8,9	- Discuss how an environment such as an occupation or a job can change a person socially, physically, morally, emotionally, intellectually, etc.	- Listen to a teacher presentation. - Write a journal on who they like to spend most of their time with. (Journal II-2) - Write a journal on people they most admire. (Journal II-4) - Write a journal on where they would most like to live. (Journal III-4)	- Informal teacher observation and discussion. - Teacher evaluation of Journals II-2, II-4, III-4 with individualized feedback to each student.
3½-7 hrs	Other Personal Qualities 1. Things they like to do 2. Preferred life styles 3. Internal obstacles to achieving their goals 4. Other personal qualities that are thought to be important by the students.	1,8,9	- Describe things they like to do and how these things can fit into different occupations. - Describe which is more important to them, money or mental health. - Discuss internal obstacles to achieving their goals.	- Write a journal on things they like to do. (Journal II-1) - Write a journal on their preferred lifestyle. Pressure vs. Money. (Journal III-2) - Write a journal on "internal" & "external" obstacles to achieving their goals. (Journal IV-4)	- Informal teacher discussion and observation. - Teacher evaluation of Journals II-1, III-2 and IV-4 with individualized feedback to each student.

BELLEVUE PUBLIC SCHOOLS
Bellevue, Washington

Date July 1979

COURSE CURRICULUM OUTLINE

Course Title (CE)$_2$ Community Experiences for Career Education Area of Instruction Self-Awareness - Occupations

Class Periods	Learning Units to be Covered In Area of Instruction	Course Goal	Expected Student Outcome (Performance Objective)	Learning Activities	Evaluation
Number:	*Major topics include:*	*Number:*	*Upon successful completion of this course students will be able to:*	*In this class students will:*	*Method or process:*
				- Participate in four activities by four groups of students designed to make them more familiar with their personal qualities.	
1½-2 hrs	Student Assessment of Occupational Categories from the "Self-Directed Search" 1. Realistic 2. Investigative 3. Artistic 4. Social 5. Enterprising 6. Conventional	1,8,9	- Describe the general occupational categories that correspond to their activities, competencies, occupational interests and self estimates.	- Complete the "Self-Directed Search" as part of Project II, Activity 1, review the results and compare it with the occupational categories of possible occupational choices.	- Teacher evaluation of Project II, Activity 1. - Informal teacher observation and discussion.
1½-2 hrs	Student Assessment of Work Activities 1. Dealing with things & objects 2. Involving business contact 3. Of a routine, definite organized nature 4. Involving direct personal contact to help or instruct others 5. Resulting in recognition or appreciation from others 6. Involving the communication of ideas and information 7. Of a scientific & technical nature	1,8,9	- Describe the work activities they would prefer, realizing that their choice could change in the future.	- Complete the "Work Activities Checklist" as part of Project II, Activity 2, review the results and compare them with the work activities of possible career choices.	- Teacher evaluation of Project II, Activity 2.

BELLEVUE PUBLIC SCHOOLS
Bellevue, Washington

Date July 1979

COURSE CURRICULUM OUTLINE

Course Title (CE)$_2$ Community Experiences for Career Education

Area of Instruction Self-Assessment - Occupations

Class Periods	Learning Units to be Covered in Area of Instruction	Course Goal	Expected Student Outcome (Performance Objective)	Learning Activities	Evaluation
Number:	*Major topics include:* 8. Involving creative thinking 9. Involving processes, methods or machines 10. Involving working on or producing things	*Number:*	*Upon successful completion of this course students will be able to:*	*In this class students will:*	*Method or process:*
1%-2 hrs	Student Assessment of Work Situations 1. Performing duties that change frequently 2. Performing routine tasks 3. Planning and directing an entire activity 4. Dealing with people 5. Influencing people's opinions, attitudes and judgements 6. Working under pressure 7. Making decisions using personal judgement 8. Making decisons using standards that can be measured or checked 9. Interpreting & expressing feelings, ideas, or facts 10. Working within precise limits or standards of accuracy	1,8,9	- Describe the work situations they would prefer realizing that their preference could change in the future.	- Complete the "Work Situation Checklist" as part of Project II, Activity 3, review the results and compare the findings with work situations of possible career choices.	- Teacher evaluation of Project II, Activity 3.
1%- 2 hrs	Student Assessment of Work Conditions that They Would Not Like 1. Inside, outside or both 2. Extremes of cold	1,8,9	- Describe the kinds of working conditions they would not like with the realization that their preferences may change in the future.	- Complete the "Working Conditions Preference Checklist" as part of Project II, Activity 4, review the results and compare the results with the work conditions of possible career choices.	- Teacher evaluation of Project II, Activity 4.

Course Title $(CE)_2$ Community Experiences for Career Education

Area of Instruction Self-Assessment - Occupations

Class Periods	Learning Units to be Covered in Area of Instruction	Course Goal	Expected Student Outcome (Performance Objective)	Learning Activities	Evaluation
Number:	*Major topics include:* 3. Extremes of hot 4. Wet and humid 5. Noise and vibrations 6. Hazards 7. Fumes, odors, toxic conditions, dust and poor ventilation	*Number:*	*Upon successful completion of this course students will be able to:*	*In this class students will:*	*Method or process:*
2½-3 hrs	Student Assessment of Worker Trait Groups Based on Work Functions 1. Data a. synthesizing b. coordinating c. analyzing d. compiling e. computing f. copying g. comparing 2. People a. mentoring b. negotiating c. instructing d. supervising e. directing f. persuading g. speaking - signaling h. serving i. taking instructions 3. Things a. setting up b. precision working c. operating d. driving - operating e. manipulating	1,8,9	- Describe whether they would prefer to work with data, people or things and to what degree, realizing that their choices may change in the future.	- Complete the "Work Functions Survey" as part of Project II, Activity 6, reviewing the results and comparing them with the results from other assessment tools.	- Teacher evaluation of Project II, Activity 6.

BELLEVUE PUBLIC SCHOOLS
Bellevue, Washington

Date July 1979

COURSE CURRICULUM OUTLINE

Course Title (CE)2 Community Experiences for Career Education Area of Instruction Occupational Awareness

Class Periods	Learning Units to be Covered in Area of Instruction	Course Goal	Expected Student Outcome (Performance Objective)	Learning Activities	Evaluation
Number:	*Major topics include:* f. tending g. feeding - off bearing h. handling	*Number:*	*Upon successful completion of this course students will be able to:*	*In this class students will:*	*Method or process:*
21% - 45 hrs.	General Occupational Information	2,5	- Describe important characteristics of a wide variety of paid and non-paid work opportunities. - Describe one or more occupations not traditionally associated with their sex-role.	- Listen to guest speakers discuss job characteristics of occupations within each of the 15 U.S.O.E. career clusters. - Participate in three tours, one to a "Data" oriented business, one to a "People" oriented business, and one to a "Things" oriented business. - Complete a questionnaire for each of the tours. - Watch at least three filmstrips from the "Fascinating World of Work" series and complete the values rating assignment that is incorporated into each filmstrip. - Listen to teacher presentations on labor economics and sex role stereotyping. - Participation in group discussions - Present a 5 minute individual presentation to the class on an occupation that appeals to them.	- Informal teacher observation and discussion - Review of tour questionnaires - Review rating assignments
2% - 5 hrs.	Narrowing in on an Occupation	3,5,7	- List a number of occupations that are real possibilities for a future career choice.	- Complete the assessment tools in Project I and II and summarize the most interesting occupations on an "Occupations Summary Sheet" so that they can be compared more easily. The assessment tools include: 1. GATB	- Teachers evaluation of the completed Assessment Tools - Teacher review of the "Occupations Summary Sheet" and informal discussion of the results with the student.

BELLEVUE PUBLIC SCHOOLS
Bellevue, Washington

Date July 1979

COURSE CURRICULUM OUTLINE

Course Title (CE)$_2$ Community Experiences for Career Education

Area of Instruction Occupational Awareness

Class Periods	Learning Units to be Covered in Area of Instruction	Course Goal	Expected Student Outcome (Performance Objective)	Learning Activities	Evaluation
Number:	*Major topics include:*	*Number:*	*Upon successful completion of this course students will be able to:*	*In this class students will:*	*Method or process:*
				2. School Subjects - Occupation Index 3. Self-Directed Search 4. Worker Trait Group Guide 5. WOIS 6. Strong Vocational Interest Inventory - Identify the four occupations that most interest them so that these occupations can be investigated in further detail.	
36% - 75 hrs.	Gathering Information on Occupations of Interest to the Student 1. Duties & responsibilities 2. Qualifications 3. Preparation required a. skills needed b. basic skills needed 4. Working conditions 5. Worker functions (data, people, things) 6. Regularity of employment 7. Working time 8. Earnings 9. Fringe benefits 10. Opportunity for advancement 11. Organizations or associations 12. Number of people in the field	2,4,5, 6,8,9	- Describe the characteristic of and requirements for self-selected occupations. - Discuss the requirements for a wide variety of paid and non-paid work opportunities. - Describe the characteristics and requirements of at least one occupation not traditionally associated with their sex role. - State the level of basic skills needed for self-selected occupations. - Use direct sources such as observation and interviews as well as written materials to gather information.	- Complete at least five community site explorations and fill out an exploration guide on each. (40 hrs. minimum on community sites) - Read related materials. - Complete Project III: 1. Determine the appropriate questions in order to cover all the pertinent points that are considered important by the student. 2. Investigate at least four occupations that interest the students in order to determine the answers to all the questions that each student has identified as being important to them.	- Teacher evaluation of Project III. - Informal teacher observation and discussion. - Teacher evaluation of the 5 exploration guides.

VOC ED 6/78

BELLEVUE PUBLIC SCHOOLS
Bellevue, Washington

COURSE CURRICULUM OUTLINE

Date July 1979

Course Title (CE)$_2$ Community Experiences for Career Education Area of Instruction Occupational Awareness

Class Periods	Learning Units to be Covered in Area of Instruction	Course Goal	Expected Student Outcome (Performance Objective)	Learning Activities	Evaluation
Number:	*Major topics include:* 13. Outlook for growth 14. Advantages of each occupation 15. Disadvantages of each occupation 16. Other information that is important to the student	*Number:*	*Upon successful completion of this course students will be able to:*	*In this class students will:*	*Method or process:*
7% - 14 hrs.	Training Options 1. High school vocational programs 2. On-the-job training 3. Technical Schools 4. Community Colleges 5. Military training 6. Colleges & Universities A. Private vs Public B. Technical vs Liberal Arts C. Large vs Small D. Etc.	6,8,9	- Describe the kinds of training that are available for a particular occupation and the type that would be best to meet their needs	- Listen to ten guest speakers discuss types of schools as well as specific training programs. - Listen to a teacher presentation on types of training programs. - Complete community explorations and fill out the "Training" section of the Exploration Guides.	- Informal teacher observation and discussion. - Teacher evaluation of Project III. - Teacher evaluation of Exploration Guide.

BELLEVUE PUBLIC SCHOOLS
Bellevue, Washington

Date July 1979

COURSE CURRICULUM OUTLINE

Course Title (CE)$_2$ Community Experiences for Career Education Area of Instruction Decision Making

Class Periods	Learning Units to be Covered In Area of Instruction	Course Goal	Expected Student Outcome (Performance Objective)	Learning Activities	Evaluation
Number:	*Major topics include:*	*Number:*	*Upon successful completion of this course students will be able to:*	*In this class students will:*	*Method or process:*
5% - 10 hrs.	The Decision Making Process 1. Identify the program 2. Gather information 3. Develop alternatives 4. Make the decision and develop a plan of action 5. Carry out the plan and evaluation of the results Quantitative Decision Making Model - Criteria vs Alternatives Deciding on a Training Program	3,7,8	- Describe the decision making process - Describe how the decision making process can be used to solve a specific problem - Discuss the occupation(s) that best satisfy their criteria according to: 1. The importance the student places on each criteria and 2. In the student's opinion, the degree the job would satisfy the criterion. - Describe the education or training program they plan to attend.		

VOC ED 6/78

BELLEVUE PUBLIC SCHOOLS
Bellevue, Washington

Date July 1979

COURSE CURRICULUM OUTLINE

Course Title (CE)$_2$ Community Experiences for Career Education Area of Instruction Career Planning

Class Periods	Learning Units to be Covered in Area of Instruction	Course Goal	Expected Student Outcome (Performance Objective)	Learning Activities	Evaluation
Number:	*Major topics include:*	*Number:*	*Upon successful completion of this course students will be able to:*	*In this class students will:*	*Method or process:*
4% - 8 hrs.	Ten Year Plan with Alternatives 1. Diagraming the ten year plan 2. Designating alternatives 3. Identifying the most likely course of action	3,7	Discuss their plans for the next ten years.	- Listen to a teacher presentation - Listen to guest speakers - Complete Project IV, Activity 3	- Teacher evaluation of Project IV, Activity 3. - Informal teacher observation and discussion.

APPENDIX H

APPENDIX H

$(CE)_2$

COMMUNITY EXPERIENCES
for
CAREER EDUCATION

Career Exploration Guide

STUDENT _____

Starting Date _____ Completion Date _____

OCCUPATION _____

Bellevue Public Schools

PLAN AHEAD

REMEMBER TO:

Check when Completed

1. Phone for an appointment with the Community Instructor one week prior to starting date. _____
2. Complete page 1 "Getting Started on Your Career Exploration" prior to the initial appointment. Have the Teacher/Coordinator certify it for completion. _____
3. Record the Exploration Schedule and the Six Day Outline on your first visit. _____
4. Answer questions in this Guide with the assistance of the Community Instructor. _____
5. Be sure the Community Instructor:
   - initials daily attendance
   - evaluates you and signs this Guide on the last day of your exploration _____
6. Turn in the completed Guide to your Teacher/Coordinator along with the rough draft of your thank you letter within one week after completion of the exploration. _____

CAREER CLUSTERS

Career Clusters provide a classification of occupations by goods and services produced. See the Career Cluster charts to identify the cluster in which the occupation you are exploring is found. The clusters are:

- Agribusiness and Natural Resources
- Business and Office
- Communications and Media
- Construction
- Consumer and Homemaking Education
- Environment
- Fine Arts and Humanities
- Health
- Hospitality and Recreation
- Manufacturing
- Marine Science
- Marketing and Distribution
- Personal Service
- Public Service
- Transportation

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Bellevue's $(CE)_2$ program uses ideas, strategies, and materials developed by the Experienced-Based Careed Education Program at Northwest Regional Laboratory under a contract with the National Institute of Education.

The Bellevue School District is committed to providing equal opportunities for all persons without regard to race, color, religion, national origin, handicaps, age, marital status, sex, or other extraneous factors.

GETTING STARTED ON YOUR CAREER EXPLORATION

**Complete prior to first appointment*

Initial Appointment Date _____ Time _____

ORGANIZATION _____

COMMUNITY INSTRUCTOR _____ TITLE _____

ALTERNATE _____

ADDRESS _____ TELEPHONE _____

CAREER CLUSTER _____ WORKER TRAIT GROUP TITLE _____

WTG Number _____

BEFORE YOU EXPLORE THE OCCUPATION . . . .

Why did you choose this occupation to explore?

_____

_____

_____

_____

_____

Questions you want to ask:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

_____

Teacher/Coordinator Certification

SUGGESTED TOPICS

Specific job qualifications:
- age limits, training, education, certification, licensing

Future job opportunities:
- number of openings per year
- number of openings within next 5 years

Entering the occupation:
- ways of entering the occupation
- how community instructor entered the occupation

TENTATIVE EXPLORATION OUTLINE

Outline your exploration plan with the Community Instructor on the first day of your exploration. This should include an orientation, actual involvement, final evaluation. Think about establishing communication with the Community Instructor so you can ask questions and get involved on the site. Also, be sure to ask about areas you would like to see as well as areas that are new to you. In planning your exploration visits, be respectful of the Community Instructor's time.

Outline in six steps what you will tentatively experience on the site - less if established with the Community Instructor prior to the exploration.

1. Date _____ Time Arrived _____ Time Departed _____

_____

_____

2. Date _____ Time Arrived _____ Time Departed _____

_____

_____

3. Date _____ Time Arrived _____ Time Departed _____

_____

_____

4. Date _____ Time Arrived _____ Time Departed _____

_____

_____

5. Date _____ Time Arrived _____ Time Departed _____

_____

_____

6. Date _____ Time Arrived _____ Time Departed _____

_____

_____

Total Hours _____

Occupation Title _____

Community Site _____

ACTUAL EXPLORATION OUTLINE

After each visit briefly describe what you <u>did</u> and what you <u>learned</u> from the experience.

1. Date: _____

2. Date: _____

3. Date: _____

4. Date: _____

5. Date: _____

6. Date: _____

DESCRIBE THE SITE

Use photographs, cartoons, drawings, sketches or a collage of ads or brochures to pictorially represent the work setting. If you prefer, you may write a description.

DESCRIBE THE ORGANIZATION AND OCCUPATION

What services and products are involved?

What departments and occupations are involved?

Describe the job responsibilities of this Community Instructor. What are the major job duties and what are some activities and tasks typical of this job?

What knowledge, abilities, personal traits, and experiences does your Community Instructor feel are necessary or helpful for achieving success in this occupation?

THINK ABOUT WORKING CONDITIONS

Does the community instructor work mostly alone or with other people?

_____

Is the work area comfortable, safe, pleasant? _____

Are there special rules for appearance? _____

_____

What are the physical demands? Is there heavy lifting? Climbing on ladders or scaffolds? Other? Explain.

_____

_____

Are there people working in non-traditional occupations? Explain.

_____

_____

_____

Describe the work schedule (e.g. shifts, weekend work, seasonal, etc.)

_____

What is the wage scale or salary range? _____

What are the fringe benefits? _____

_____

Is there in-service training? _____ Is there an apprenticeship program? _____

What are the special labor organization or professional association requirements?

_____

What license or certificate is required? _____

What can one do to advance? _____

_____

_____

_____

What education or training is available that would help one to advance? Explain.

_____

_____

EXAMINE YOUR VALUES AND PRINCIPLES

Write one or two statements <u>about this job</u> summing up your reaction to it based on values or principles important to you.

EXAMPLES OF VALUES OR PRINCIPLES:

1. Personal values
   - -independence
   - -environment
   - -loyalty
   - -happiness & self-satisfaction
   - -leadership
   - -appearance & grooming

2. Social values
   - -human rights (minorities, male/female, young/old)
   - -equal opportunities
   - -environmental issues

3. Political values
   - -military aid and/or obligations
   - -federal monies and/or regulations
   - -political party afflication and/or contributions

4. Work values
   - -job security
   - -wages & benefits
   - -competition
   - -advancement
   - -status

5. Religious convictions
   - -times for worship
   - -traditions of your religion, including holidays and/or special observances

EXAMINE YOUR INTERESTS, APTITUDES, AND QUALIFICATIONS

Working With Things
precision work,
operating equipment
handling materials

Working With Information
organizing, sorting,
copying, interpreting

Working With People
counseling,
discussing,
supervising,
teaching,
selling

Give two or three examples of work activities at this site that you would enjoy doing, are capable of doing or would like to learn:

What skills and aptitudes (ability to learn) do you consider most necessary to the performance of this occupation? Give examples of actual tasks that require the aptitudes

How do your aptitudes and personal qualifications match those needed?

What interests or aptitudes do you have that would not be used in performing this job?

EXPLORE TRAINING AND JOB OPPORTUNITIES

1. What are the educational and/or special training requirements of this occupation? (e.g. high school graduation; post high school training or education)

2. Name at least two places where you might train for this job. Use Mapping Your Education and/or WOIS and discuss with your Community Instructor.

3. Think about the steps in preparing for the occupation. What could you do in the following areas?

   A. High School Subjects

   B. Clubs, Activities, etc.

   C. Part-time Work

   D. Education or Training After High School (specify program of study in community college/vocational technical school; four year college; on-the-job; apprenticeship; etc.)

4. What are the job opportunities for this occupation? Find this information in the Occupational Outlook Handbook and/or WOIS. Also, discuss this with your Community Instructor.

STUDENT: Write one or two statements about this exploration summing up your reaction to it, particularly how it matches your career expectations.

Signature Date

Please check the statement that best fits how you feel.

- ☐ I do not want to explore this occupation further.
- ☐ I want to explore this occupation further, but on another site.
- ☐ I do not want further exploration of this occupation right now, but I may want another look in the future.

Comments:

221

THANK YOU LETTER - - ROUGH DRAFT

SCHOOL STAFF: Write your evaluation of this exploration and how it has affected the student's career awareness and planning.

222

Signature Date

COMMENTS/EVALUATION

To the Community Instructor:

It is important that we get comments from you regarding the student's experience at your site. You may wish to complete this sheet and leave it in the guide or remove it for mailing to us. Thanks for your help.

$(CE)_2$ Staff

Evaluation of _____

Number of hours student spent on this exploration _____

The student:	Yes	No
1. Made appointments correctly		
2. Kept appointments		
3. Was punctual		
4. Was courteous		
5. Dressed appropriately		
6. Followed instructions		
7. Showed interest		
8. Completed exploration as planned		

Comments:

_____
Signature Date

_____
Organization

APPENDIX I

STAFF NEWSLETTER
BELLEVUE PUBLIC SCHOOLS

BELLEVIEWS

NOVEMBER 1977

CAREER EDUCATION: 50 Bellevue and Interlake students are now involved in experiences in local businesses as CE2 (Community Experiences for Career Education) begins its first year. Project director is James Schulz. Cooperating businesses range from a sports store to a veterinary clinic.

.....Chris Hashagen, Interlake, Alice Siegal, Bellevue High, and Louise Wasson, Tyee, have been selected as members of the Community Experiences for Career Education program, formerly known as the Experience-Based Career Education project. They are continuing with their present assignment this year; however, they will begin planning and curriculum development for next year. The program will allow students to explore occupations through involvement with the business community.

.....A pamphlet on the district's new Community Experiences for Career Education program is now available at schools and from the Career and Vocational Education Office. Staff members for the program are: Mike Gass, Off Campus; Chris Hashagen, Interlake; and Alice Siegal, Bellevue High. In the last issue, Louise Wasson was incorrectly listed as a member of the program staff.

Bellevue Public Schools

School Report

Bellevue, Washington

February 1977

EBCE To Work In Local Community

Students at Bellevue and Interlake high schools will begin learning about different careers next fall by visiting offices and businesses to participate in, not just observe, the daily routine.

The students will be the initial participants in the new Experience-Based Career Education (EBCE) program of the school district.

In January, Bellevue received $129,000 from HEW for the first year of this three-year, $400,000 project. Bellevue's application was rated first in this state by the federal agency, and is one of 48 grants made in the United States.

THROUGH planned experiences in the working community, EBCE will emphasize basic skills, life skills, and career development.

Reading, writing, speaking, questioning, computing, and locating resources are interwoven with experiences to help students to make career decisions.

This fall the program will involve 25 students each from Bellevue High and Interlake. The following years, the enrollment will be raised to 50 and then 75 students per building. After the three-year project, EBCE may be offered in all high schools in the district.

During January, the EBCE teachers were selected. With James Schulz, project manager, they are beginning to develop the EBCE instructional program.

Pilot programs in other parts of the country have shown that students in EBCE, when compared with control groups, made equal or greater gains in basic skills, career development, and general attitudes toward schools.

What about transportation?

A school van, public transportation and private cars will be used.

Who can enroll?

Students entering grades 10 and 11 at Bellevue High School and Interlake High School are eligible. Participants will be selected on a random basis from among those students who apply.

How do I apply?

Contact a $(CE)_2$ staff member or your counselor for information and application forms.

The Bellevue School District is committed to providing equal opportunities for all persons without regard to race, color, religion, national origin, handicaps, age, marital status, sex, or other extraneous factors.

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Bellevue's $(CE)_2$ program uses ideas, strategies, and materials developed by the Experience-Based Career Education Program at Northwest Regional Laboratory under a contract with the National Institute of Education.

FOR FURTHER INFORMATION CONTACT:

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Bellevue, Washington 98004
(206) 455-6074

$(CE)_2$

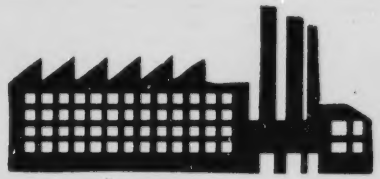
COMMUNITY EXPERIENCES for CAREER EDUCATION

What is $(CE)_2$?

Community Experiences for Career Education $(CE)_2$ is a unique course blending community experiences and classroom activities for high school students. $(CE)_2$ students make short term exploration of occupations related to personal interests, aptitudes and goals. In addition, selected community experiences are related to other course work through specially designed projects and reports. Students completing $(CE)_2$ will be better prepared to select appropriate college preparatory programs, vocational programs or other ways to reach personal goals.

Who is it for?

Any student interested in career exploration. Those with definite plans, those with vague notions, and those with no plans can benefit.



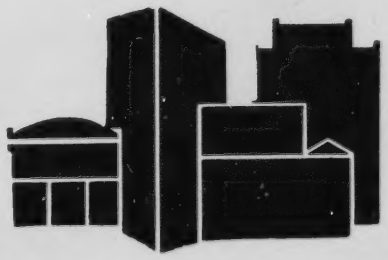
How does it work?

Students spend about one-half their class time in the community and the other half in the school.

In the community, students find out what jobs are like, interview workers, and try their hand at job-related tasks.

At the school, students work alone or in small groups to plan activities, research problems and share ideas.

$(CE)_2$ is individualized. Exploration plans, based on personal interest and aptitude, are developed by each student and the teacher/coordinator.



What credits are given?

Most students will enroll for two hours per day for one semester and receive two credits. These credits will apply to the general graduation requirements and to the occupational education requirement. $(CE)_2$ may be repeated for elective credit with staff approval, but only two credits will apply to the occupational education requirement.

Are students paid?

No. The $(CE)_2$ community experiences are for exploration and learning purposes. During their short visits to community sites, students concentrate on getting information to complete assignments.

Students *may* discover areas of interest and later enroll in vocational courses which combine classwork with paid work experience.

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Wed., Jan. 19, 1977 Journal-American A3

Pupils to learn by doing

By DIANE SIMMONS

What goes on in a law firm? Is it as exciting as Perry Mason, dull as dirt, or someplace in between?

Is a diesel mechanic's job cold, dirty and dismal? Or does it give you the chance to get outdoors, work with your hands and make good money?

Next year 50 Bellevue High School students will be invited to look for answers to questions like these as a result of a $129,150 federal grant recently awarded the Bellevue school district.

The grant, awarded by the Department of Health, Education and Welfare, office of education, will be used by the Bellevue school district to develop a "field experience" career education program.

The district plans to offer students at Bellevue and Interlake High School two credit hours per semester for participating in a program of non-remunerative experience on several work sites, according to Jim Schulz, program director for the district.

Schulz said he believes Bellevue won the grant in a competition with other Washington schools because the proposal allows the work experience to be intergrated into the regular high school program.

Previous federal work experience projects have operated outside the schools, Schulz said.

About $20,000 in local money will be spent on the project, Schulz said. That includes indirect costs like use of the accounting department, he said.

Most of the grant money will pay for additional staff time, he said.

When the program is developed, Schulz said, the cost per student classroom hour should be on par with the cost of other programs.

The results of a three-year study would be shared with other school districts, Schulz said.

Thurs., Jan. 20, 1977 Journal-American D1

School council to talk about careers

Career education will be the topic at a Bellevue Citizen School Advisory Council meeting, 8 p.m., Monday, in the Interlake High School library.

Roger Wing and James Schulz will discuss career education, the career resource centers at Bellevue schools, counseling services, and other career topics.

Schulz and Wing are with the district's career and vocational education program.

The Washington Occupational Information System computer, which aids students in obtaining information about career education, will be demonstrated at the meeting.

The public is invited to attend.

RESEARCH COORDINATING UNIT DIGEST

February 1977

RECEIVED
MAR 9 1977
CAREER EDUCATION

Highline Bridges the Gap Between School and Work

High school students in the Bellevue and Highline School Districts are having an opportunity to explore potential career choices by spending class time at local business and industrial sites. Special three-year projects called "Community-Based Career Exploration" (CBCE) were awarded to Bellevue and Highline under the U.S. Office of Education Commissioner's share of Part D, Exemplary, funds of the Vocational Education Act.

Major grants have been awarded in thirty four states to promote the development of programs that establish education to work linkages and enable students to utilize the resources of the world of work as they explore and prepare for future employment. The school district programs have been designed using instructional strategies developed by the Northwest Regional Educational Laboratory in the Experienced-Based Career Education model at Tigard, Oregon. The Tigard project was one of four such research programs promoted through the National Institute of Education during the past three years.

A total of 100 students from Bellevue and Interlake High Schools in the Bellevue District, and Tyee and Evergreen High Schools in the Highline District, will have an opportunity to earn credits by exploring a variety of occupational areas through observation and limited participation at actual employment sites. They will also visit secondary and post-secondary vocational education programs related to the employment areas they are exploring.

Students assigned to companies and businesses will not be there to work or receive compensation, but to observe and record the requirements for the kind of work they are watching. They will study long-range employment opportunities in selected fields, record the skills required, and recognize available training programs. Ninety hours will be spent in the community classroom and 90 hours in the school attending career seminars, working on self-assessment, keeping activity journals, and discussing concerns with CBCE project staff.

The Exemplary project is administered in Bellevue by Roger Wing, Vocational Director, and Jim Schultz, Project Manager. In the Highline District, Ben Yormark is the Vocational Director and Chuck Judd is the Assistant Project Director.

Employers will have an opportunity to contribute to the development of tomorrow's labor force and students will have an opportunity to clarify career decisions facing them in the "Community-Based Career Exploration" projects in the Bellevue and Highline School Districts.

(CE)$_2$ COMMUNITY EXPERIENCES for CAREER EDUCATION

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Vol. 1, No. 1 NEWSLETTER April 1977

COURSE PLANNING

Work continues on refinement of objectives and development of content ideas. While this work isn't spectacular or newsworthy, it is very important.

The team approach, which was used in writing the proposal, is once again proving valuable in course planning.

There is increasing promise that we will be able to combine occupational exploration, English, and social studies activities into a valid learning package for students. We are proceeding with care to insure that the program meets the standards of all departments involved.

STAFF SELECTION

We have completed selection of staff members for the project. Because of the district enrollment decline there may still have to be changes, but we won't have final information for quite a while.

Staff members include:

Mike Cass	*Joyce Makous*
Chris Mashagen	*Jim Schulz*
Jim Mauser	*Alice Siegal*
Sue La Follette	*Alan Yanagimachi*

* * * * * * * * * * * * * * * * * * * *

Before you score you must first have a goal.

STUDENT REGISTRATION

Information about (CE)$_2$ has been included in the registration materials provided to next year's 10th grade students at Bellevue and Interlake. Similar information will be given to the remaining students from those two schools during pre-registration.

Selected students, counselors and project staff members will be making presentations to potential enrollees.

STAFF TRAINING

The three day staff orientation session in March was very successful. During the first week of May the staff will be involved in a training session in Portland. In addition, Northwest Regional Educational Laboratory staff will be available for further consultation.

COMMUNICATIONS

Newsletters will be distributed on an irregular basis in attempt to keep you up to date on project development. If you have need for further information please contact a (CE)$_2$ staff member.

VAN

Specifications have been written and the district will soon advertise for bids on a 15 passenger van to transport (CE)$_2$ students. With good luck we should have the van in August.

(CE)$_2$ COMMUNITY EXPERIENCES for CAREER EDUCATION

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Vol. 1, No. 2 NEWSLETTER June 1977

ENGLISH AND SOCIAL STUDIES

Tentative approval has been given for granting English and/or social studies credits for courses connected with the (CE)$_2$ Program. Students who wish such credit will be able to elect an English or social studies course coordinated with (CE)$_2$.

At Interlake, Joyce Makous has designed two courses, "(CE)$_2$ Identity" and "(CE)$_2$ Creative Writing". These courses fulfill the objectives of the Current Culture Cluster and the Composition Culture respectively. Similarly, Alan Yanagimachi is working on an American Government course which incorporates use of community experiences.

It is planned that Jim Hauser will be teaching a Field Experience Social Studies course at Bellevue High next fall. (CE)$_2$ students may elect this course and integrate social studies activities with (CE)$_2$ activities. Sue La Follette is in the process of planning an English course which will provide a similar option in that discipline.

ADVISORY COMMITTEE

A (CE)$_2$ Advisory Committee consisting of representation from the community has been selected. Members include: Milo Hansen, Glenn Sloate, Mike Creighton, and Liz Gadwa. Additional members will be added to assure representation of groups not yet included.

The first meeting was held June 9, 1977 to explain the program and the function of the committee.

Our next meeting will take place early in the coming school year.

ENROLLMENT

We have established a goal of enrolling 25 (CE)$_2$ students per building. At Bellevue High we have nearly reached that goal in terms of students who indicate that they plan to enroll. Records from Interlake show that we have attained about one-half of our goal at that building.

ORIENTATION SESSIONS

A parent-student orientation session was held at Bellevue High on June 6 and another session was held at Interlake on June 7. We were very pleased with the attendance and the interest shown by members of the groups.

At each session an explanation of the program was followed by the slide-tape presentation "Helping Young People Make the Transition to Adulthood". The final portion of the evening was devoted to an open question-answer time.

WORKSHOPS

A summer workshop for (CE)$_2$ staff will be held July 18-21. The prime purpose will be the finalizing of plans for the first semester of our (CE)$_2$ program.

Alice Siegal and Jim Schulz will participate in a workshop on Non-Traditional Careers for Women. This workshop will take place in Pullman on July 25-27 and is sponsored by the American Society for Engineering Education.

* * * * * * * * * * *

I HEAR AND I FORGET
I SEE AND I REMEMBER
I DO AND I UNDERSTAND

(CE)$_2$ COMMUNITY EXPERIENCES for CAREER EDUCATION

Vol. 1, No. 3 NEWSLETTER October 1977

ENROLLMENT

Student enrollment has met projections with about 50 participants in the program. These students represent a fairly wide cross-section of the school population in terms of interests and past school experiences.

SUBJECT AREA OPTIONS

Approximately 20% of the (CE)$_2$ students have elected an English or social studies course which is directly related to the basic (CE)$_2$ program. Sue La Follette at Bellevue High along with Joyce Makous and Alan Yanagimachi at Interlake High are working with these students in their disciplines. These courses have been designed to allow students to build on (CE)$_2$ activities while reaching English or social studies goals.

PROGRAM PLANNING ACTIVITIES

Throughout the summer, staff members worked on program plans. One big event was the July workshop, led by Nancy Anderson from Northwest Regional Educational Laboratory. Emphasis in this workshop was on finalizing curriculum design and selection of materials to be used in our program.

NON-TRADITIONAL CAREERS

Alice Siegal and Jim Schulz attended a three-day Women in Non-Traditional Careers workshop in Pullman, July 24-28. At this workshop, sponsored by the American Society for Engineering Education, participants received materials and gathered information about careers for women in engineering, business, management and agriculture.

FIELD TRIP

The (CE)$_2$ students got an early introduction to use of community sites on their third day of class. Groups were taken to the Greenwood Inn, the Safeway Distribution Center or Clint Lee's Printing to gather general information about a variety of occupations. They used this experience as the background for the completion of their first Career Exploration Guide.

COMMUNITY SITES

Chris Hashagen has done an outstanding job of getting the help of the community. At this time he has over 65 cooperating companies, many with several occupations to be studied. Students have already explored occupations in carpentry, dentistry, banking, architecture, photography, veterinary medicine, data entry, retail sales, motel management and many more.

Students are indeed exploring and as they start their second round of explorations many of them are looking at totally different fields from the one chosen for the first experience. Through this sort of diversity, students will gain a better idea of what is expected in a variety of occupations.

VAN DRIVER

The newest member of our staff is Doug Buck. Doug has been hired to drive the van and assist with some of the clerical duties. He has had experience with a similar job for the King County Work-Study Program and is well-qualified for this position.

BELLEVUE SCHOOL DISTRICT • 310-102nd N.E. • Bellevue, WA 98004 • (206) 455-6074

Bellevue Public Schools

School Report

Back-to-School Issue

Bus Schedules See Pages 4-7

BELLEVUE SCHOOLS

AUGUST 1977

CE2 Enters Working World

Bellevue and Interlake high school students will take a first-hand look at the working world this year through a new course known as CE2 (Community Experiences for Career Education).

Students will spend about half their class time in the community, and half in school.

In the community, students will visit businesses and industry to find out what jobs are like. They will interview workers, and try job-related tasks.

Update

Vol. 1, No. 2
April 1977

EXPERIENCE-BASED CAREER EDUCATION NEWS

WASHINGTON

Bellevue Public Schools District 405 (V—NWREL) will begin a career exploration program in September 1977 for tenth, eleventh and twelfth graders. Students will be in the EBCE program half-days. In-school course offerings and community sites will be grouped according to the 15 USOE career clusters. James Schulz, Career Education Consultant; Bellevue Public Schools, 310-102nd Avenue N.E., Bellevue, WA 98004; (206) 455-6074.

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School debates: closures, transfers, new programs

By Susan Schwartz

MAGAZINE • The Seattle Times, Sunday, September 4, 1977

A PORTION OF THIS ARTICLE HAS BEEN DELETED.

BEST COPY AVAILABLE

Educating for jobs

The pendulum swing "back to basics" has one important counterweight: the growth of vocational and "career" education in schools here and around the nation.

In the 1960s, vocational-education money sometimes went begging.

Today's interest in tying school closer to jobs began with the '60s' concern for dropouts and making education "relevant." It grew with '70s' unemployment, inflation and traditional liberal-arts college degrees' loss of prestige in a glut of Ph.Ds.

In heavily blue-collar Highline School District south of Seattle, vocational programs have increased from one in 1964 to more than 20, some as sophisticated as marine technology and plastics manufacturing.

Highline's Occupational Skills Center, begun in 1965 in an abandoned school, was first in what seems like to become a chain of centers shared by students from several school districts. Construction on a $4 million vocational center for students from nine Snohomish County school districts is scheduled to start this fall, at a site near Boeing's Paine Field outside Everett.

The big centers are a way of affording the expensive equipment that is a bar to many useful vocational programs, Ben Yormark, Highline's head of vocational education, said.

"We may be overtraining in secretarial skills and ornamental horticulture just because it doesn't cost much to start a program," one state official commented.

The state is encouraging the cooperative centers with a costly carrot: It will pay up to 80 per cent of the cost of building them.

The move to tie school to jobs is not confined to blue-collar areas. And it includes students headed for college.

Mercer Island District has increased its vocational offerings in recent years. Bellevue has added at least one program a year recently to a total of seven this year, Roger Wing, the district's vocational-education coordinator, said. This fall's new course will be commercial sewing.

GREATER VARIETY of vocational programs and federal interest in ending sex discrimination have not yet brought the kind of upheaval going on in physical education — a major change in what male and female students learn.

Vocational programs, unlike gym classes, have not been officially "segregated" for years.

"But it's a real toughie, trying to get boys interested in the office and clerical occupations," Yormark said. "The females are a little more interested in the 'dirty hands' jobs, but not as much as people would believe."

Parents and employers, too, are far from accepting boys or girls in nontraditional jobs, he said.

But even students not in vocational programs are likely to encounter one of the big recent trends in job-related education: "career education."

The term is a sort of catch-all for programs aimed at teaching attitudes, values and decision making rather than specific vocational skills.

"Career education" can include first-graders visiting a bakery or a post office to talk to workers. It can be junior-high-school math problems that draw examples from factories, or classes that teach proper "work habits" such as showing up for work on time and good grooming.

Or it can include high-school students doing decision-making exercises, aimed at helping them make intelligent and realistic career choices and preparing them for a life in which they may have to change careers several times.

One of the most common patterns is also the most visible, because it sends students out of schoolrooms. Students "shadow" workers whose jobs interest them, then try to decide if the work is really what they want.

Bellevue will follow several other districts when it starts such a program this fall: Sophomores at two high schools who choose the semester-long course will spend about two hours several days each week watching and talking to people at work.

Unlike many such programs, this one is not concentrated on the noncollege-bound, Wing said. Doctors' and lawyers' offices will be included along with stores or restaurant kitchens.

"CAREER EDUCATION" has flourished despite the suspicion of basic-education advocates, who look on it as a frill. (Much of the money comes from federal grants, available since 1968.)

It has changed with the times. It started in the 1960s, with federally encouraged programs for dropouts and the discovery that many high-school students were leaving school without being "emotionally ready" for work, Malcolm Lindquist, head of Mercer Island High School's vocational program, said.

Newer programs, including one starting in Bellevue elementary schools this month, are likely to concentrate on breaking down sex stereotypes.

The state has chipped in with a computer system, Washington Occupational Information Service, that schools can hook into for a fee. (Several Seattle schools have done this.)

Students typing on a computer terminal can get almost instant information on requirements, salaries and outlook for more than 200 different occupations.

Soothsayer

Volume 11, Number 2 | Interlake High School | Bellevue, Washington | October 14, 1977

CE2 brings students into the community

Bellevue and Interlake high school students are taking a firsthand look at the working world this year through a new career education course called Community Experiences for Career Education, or CE2.

Students are spending about half their class time in the community at businesses, and the other half in school. They visit a particular business or industry for several days to observe, interview workers, and try job-related tasks. Their visits are tied to their personal interests and career goals which they determine by working with their teacher.

Currently, students are involved with the following jobs or businesses: travel agent, architect, doctor, retail sports store, data entry firm, special education program, counseling agency, photographic processing, mechanics, pet store, music store, construction, landscape, banking, salmon hatchery, modeling, child care, design, retail lumber, painter, veterinary clinic, and hotel.

This is to be a three-year, $400,000 project. The school district has received $129,000 in federal funds for this year. Bellevue's application was rated first in this state by HEW, and is one of 48 grants made in the United States. Currently two high schools and 50 students are involved, but the program will eventually expand to all four high schools, and involve many more students.

The program emphasizes basic skills, life skills, and career development. Reading, writing, speaking, questioning, computing, and locating resources are interwoven experiences to help students make career decisions.

STAFF NEWSLETTER
BELLEVUE PUBLIC SCHOOLS

BELLEVIEWS

NOVEMBER 1977

CAREER EDUCATION: 50 Bellevue and Interlake students are now involved in experiences in local businesses as CE2 (Community Experiences for Career Education) begins its first year. Project director is James Schulz. Cooperating businesses range from a sports store to a veterinary clinic.

Interlake Soothsayer November 18, 1977

New teacher Dr. Gass "busy"

New to the Interlake staff this year is Dr. Mike Gass who has already come a long way and accomplished a great deal before coming to Interlake.

Directly out of high school he joined the military and then went through flight school. After helicopter flight school, he flew one year in Vietnam, then two years in Germany, and three summers as a bush pilot in Northern Idaho and Western Montana for the forest service. Gass also attended Washington State University, Renton Voc-Tech, the University of New Mexico, which provided him with his Doctor of Philosophy in curriculum and instruction, Gonzaga University from which he earned his Master's in Business Administration, and Eastern Washington State College where he picked up his BA degree.

One might wonder how a man who stays so busy could possibly find time for his family and hobbies. Gass has a wife and three children, two months and eight and ten years old, with whom he enjoys spending as much time as possible. In his spare time he is a leader of a boy scout troop, a representative of the Bellevue School District for King County Red Cross services, and the adviser of the Special Aides Club at Interlake. He also likes to travel, and has seen the South Pacific, Asia, and Europe.

Gass enjoys the CE2 program and believes Interlake is very lucky to be able to offer the program to students. Students can take CE2 to get a better idea of all the educational and vocational opportunities available. The class uses many resources including community job site explorations, which enable the student to explore potential career choices by actually observing workers on the job, and in many cases, helping the employee do the job.

"I've never done anything quite as exciting and never been so busy," Gass says. "I really feel I'm right where I should be, doing exactly what I should be doing."

BHS BOOSTER CLUB newsletter

BELLEVUE SENIOR HIGH SCHOOL Phone 455-6146 30 November 1977

$(CE)_2$

Alice Siegal 455-6166

Students in $(CE)_2$, Community Experiences for Career Education, are now completing their third exploration of occupations at sites in the Bellevue area. Among those explored have been architecture, dentistry, food preparation, medicine, construction, auto mechanics, travel agencies, child care, banking, computer work, engineering and retail sales. By working with people involved in occupations for which the student has expressed an interest, each student is gaining not only an understanding of what is involved, but also acquiring a basis for making tentative career decisions. Each student spends about nine hours (twice a week for three weeks) at each community site. The two-period semester course will enable students to explore about five different occupations.

The Bellevue
BARQUE
BELLEVUE HIGH SCHOOL, BELLEVUE, WASHINGTON March 10, 1978

Federal Grant Spurs Interest in Career Opportunities

by Nancy Zivzin

New this year to Bellevue High School is the Community Experiences for Career Education program, better known as CE%2.

This program, which recently received a $150,000 federal grant to continue, provides high school students with an inside view of a variety of career opportunities to help with future career choices.

The format of this class allows the students to spend about one-half of their time in the classroom developing writing, speaking, questioning, computing, and career management skills. The other half of class time is spent in on-the-job experiences. Particular businesses and industries are visited, (according to personal choice), and observed for several days. The students then have a chance to interview workers and try their hand at job-related tasks.

At this time about 150 local businessmen are involved in the program, from such fields as architecture, medicine, pet and music store management, construction, landscaping, banking, modeling, child-care, farming, designing, painting and hotel management.

according to Alice Siegal, class instructor, the program is designed to help students learn more about themselves—what they're really interested in, what they value, what they're strong in, what their weaknesses are, and relate that to occupations that they're interested in exploring.

The "field" experience usually runs to about two hours, twice a week, for three weeks. There is limited transportation. Bellevue and Interlake share one van. These two schools are the first and only schools in this area to have such a program at this time.

The classes currently are relatively small, less than 13 students, but, according to Siegal, the program was designed to start small in order to evolve new activities and work out the minor problems. Enrollment next year is expected to double.

Student reaction is very favorable. Nancy Brown, sophomore, who was interested in animal work and farming, has been involved in working on the Kelsey Creek park and Farm. Nancy's interests, which included full-time farm work at the start of the program, have changed to what she feels she prefers—part-time farm work, as a result of the program. Surprised that so few students enrolled, she expects much more interest as a result of program circulation.

Jeff Beyer, sophomore, was so impressed with the program first semester, that he signed up to continue this semester. Taking full advantage of the opportunities offered to him, Beyer has been involved in such work as contracting, atuo mechanics, truck driving, paintring, carpentry, family programs and welding.

"They kept me busy," says Beyer. "That's the only way you can learn, to do it." "It's worthwhile if you want to know what your skills are." As a result of actually working in his interested careers, Beyer has found that his preferences have changed. Because of his working experiences, Beyer expects to get a job with the Bellevue Public School Painter over spring and summer vacation.

"Career management is an important aspect in life," continues Siegal. She hopes to help students become aware of the preparations, education, duties, and responsibilities required. Her main function is to help students expand their knowledge of careers and think of other occupations that are perhaps untraditional. With the heavy emphasis on career planning, personal values are stressed, and particularly the decision-making process, as this is a key part of life.

STAFF NEWSLETTER
BELLEVUE PUBLIC SCHOOLS

BELLEVIEWS

BELLEVIEWS MARCH 1978

In The Classroom

CAREER EDUCATION: The CE2 career education program has received a $150,000 federal grant to continue its second year of operation. It provides high school students with an inside view of the working world by providing both classroom and on-the-job experiences. About 150 businesses are cooperating with the program.

BELLEVIEWS JANUARY 1978

...Serving as officers of the King County Guidance Association are: President, Ed Monroe, Bellevue Junior; Treasurer, Alice Siegal, Bellevue High; and Program Chairperson, Christine Vogel, Bellevue Junior.

BHS BOOSTER CLUB newsletter

BELLEVUE SENIOR HIGH SCHOOL — March 1978

(CE)2 = COMMUNITY EXPERIENCES FOR CAREER EDUCATION

Alice Siegal 455-6146

This semester's (CE)2 students are now into their second exploration of occupations at community sites. Occupations explored this semester have included law enforcement, social work, fashion merchandising, welding, cooking, animal care, banking, electrician, television, and several others. As students gain direct knowledge about occupations, many are finding that their original perceptions are far from what is actually involved. This has resulted in second choices based on more critical thinking about themselves and occupations.

Chris Hashagen, Community Resource Specialist, has developed contacts with more than 120 businesses, organizations, agencies, and professional people who have agreed to work with students at their sites. Responses from community participants have been enthusiastic. And this has been matched by students' evaluations of their experiences with their community instructors.

EDITOR'S NOTE: This is to be a three-year, $400,000 program. Last year, Bellevue won an HEW grant when its proposal was rated first in this state and was among 48 similar programs in the nation which received federal support. Project director is James Schulz, the school district's Career Education Consultant.

BELLEVUE SENIOR HIGH SCHOOL — April 1978

A STUDENT'S EXPLORATION OF ANIMAL CARE

Alice Siegal 455-6166

My name is Nancy Brown and I am in (CE)2, the career education program at Bellevue High School. On my first exploration I went to Kelsey Creek Park which is 80 acres of city park with an animal farm, a Japanese garden, and a wooded area. I went to this park because I wanted to learn more about animal care in a farm situation.

During the six days I was there, I spent my time helping with chores, talking and playing with the animals, and riding the ponies. I especially liked going into Jerome's cage and playing with her; she is the racoon.

I think going to Kelsey Creek was a worthwhile and informative experience for me because I got to see first hand what happens on a farm.

Nancy Brown

Note: (CE)2, Community Experiences for Career Education, is a two-period, one-semester program open to sophomores and juniors. Students explore occupations at community sites that interest them. For more information, call Alice Siegal, (CE)2 teacher/coordinator.

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Bellevue Public Schools

School Report

Career Education

A report on career and vocational education, home economics, industrial education, and educational legislation.

LLEVUE, WASHINGTON JANUARY 197

Career 'Ed' Spans All Grade Levels

Career education spans all grade levels and many subject matter areas to help students prepare for the "world of work."

Bellevue schools offer a program of career awareness, exploration, and preparation. It is to make students aware of occupations, allow them to explore jobs, and to help prepare them for specific careers.

There is cooperation with the business community through the use of speakers, field trips, special materials, and on-the-job training opportunities.

Members of the business community also serve on advisory committees for each vocational program. This helps ensure that programs are kept current with practices in the job field.

The Basic Education Act now mandates that students in grades 4-12 have "work skills education" to prepare them for the "world of work."

Elementary

"Career awareness" activities mainly involve elementary students, although they may extend into junior high. These are aimed at helping students develop self-understanding and learn the importance of various jobs.

Students may visit businesses, hear speakers, and discuss how their school work relates to adult work. They may learn about economics, and the importance of work in society.

The students should become familiar with different kinds of work, be able to relate their own interest to potential careers, and develop positive attitudes about themselves, other people, and work.

Elementary school counselors work with teachers to help students become aware of a range of careers. The counselors, as a prelude to career choices, aim to help students understand decision-making processes and values.

To help expand students' concepts of job opportunities available to them, the school district has the Project Equality program.

This federally-funded program provides teacher training, and instructional materials. Its aim is to encourage students to look at skills and abilities required by a job, rather than traditional sex roles.

While this is primarily an elementary school program, some secondary school teachers are adapting it for their students.

Junior High

The "career exploration" phase of career education occurs mainly at junior high schools, although it may overlap with high school activities.

It is based on the belief that students have a need for job exploration and self-assessment.

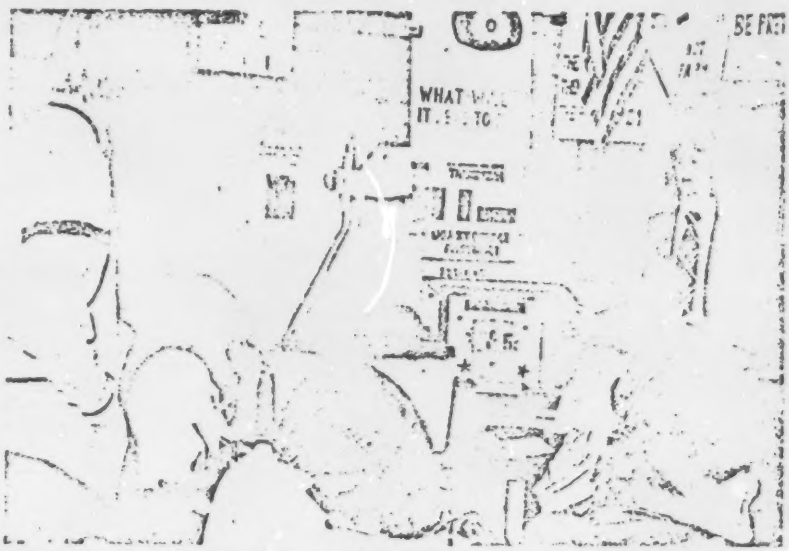
Electives in business, home economics, and industrial education allow students to experience activities involved in some occupations.

In junior high, students are to learn about the types of career decisions they will have to make. They are helped to make some preliminary choices, and learn how class work can relate to job skills.

Junior high counselors work with teachers to provide knowledge of a variety of careers, and awareness of student interests and abilities.

Counselors may help coordinate field trips, develop "career corners," or organize meetings to discuss career opportunities.

Career corners may be set aside in the Learning Resource Centers (libraries) or in the counseling areas. These often contain books and other materials to provide information on jobs and educational opportunities.



OCCUPATIONAL PREVIEW: Ninth graders at Chinook Junior High School took notes as they listened to a presentation by Bellevue High School students (standing) on the distributive education program and DECA. The ninth graders are in an Occupational Education course, taught by Wallace Collins, which helps them become familiar with various careers. Stuart Eagan (standing right) is DECA state president.

High School

Career preparation activities begin in high school. Students are encouraged to make tentative occupational choices, to analyze information about careers, and begin preparing to enter the job market or for post-graduate studies.

Vocational classes are offered to help students go directly into a job or to seek advanced training after graduation. In addition to courses offered within the school district, students may arrange to take classes at the Lake Washington Vocational Technical Institute.

Other classes, such as home economics and industrial education, prepare students to take advanced classes and for other training opportunities.

The CE2 program (Community Experiences for Career Education), which is federally-funded, provides another avenue for students to explore their own interests and various careers.

Through the program, students combine classroom work (career research, decision-making, goal-setting) with actual on-the-job observations of various businesses in the community. This program is currently offered for Bellevue and Interlake high school students.

High schools also maintain Career Resource Centers.

These centers contain information to help students with their college or job plans, and counselors are available to assist the students.

High school counselors work with students to help them plan their class schedules and post-graduate activities.

Special Education

Job training is part of the program for special education students. For those students, when they cannot participate in "regular" vocational or occupational classes, programs are provided at Interlake High School and Interlake Cottage, a separate special education facility.

A work preparation and experience program is offered at the high school and at the Cottage.

The preparation phase involves students in investigating job fields, learning what is involved in working, how to complete an employment application, what to wear, and other matters.

The experience portion can involve work at Interlake High, such as learning book binding, or working at paid jobs in the community.

The Cottage also operates a workshop which is run like a business. Students produce a number of products such as wood hanging lamps or planters.

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DAILY JOURNAL AMERICAN March 16, 1978

'Thieves:' Love from the terrace

Thieves Directed by Lee Paasch. Cast: Mike Skubal, Nola Collins. At the Bellevue Playbarn through April 1.

By CATHY WRIGHT

They are at the point of splitting up. He plays his flute on their Manhattan balcony at one in the morning. She forgets which moving company took their furniture. Their marriage is sliding into the quicksands of "early middle age." Is there hope?

You'll have to see for yourself in *Thieves*, an entertaining production currently at the Bellevue Playbarn through April 1. The Herb Gardner play is directed by Lee Paasch and produced by Peg and Carl Kehret.

Thieves is kept afloat by strong performances typical of the Playbarn. The story takes place at the New York terraces of five main characters and focuses upon the marital problems of Martin and Sally Cramer.

Martin Cramer, played by Michael Skubal, is a teacher at a private school for children. Angry and confused, he is constantly surrounded by his wife's problems, and often plays the straight man to her blunt remarks.

Skubal is successful in creating a realistic portrait of this dubious hero, and, with the assistance of a few comic lines, he is also funny and captivating.

The heroine is Sally Cramer (Nora Collins), an outspoken New Yorker who, like her husband, teaches school. Sally's open and energetic personality leads her into all kind of unusual situations, including a deep telephone converstaion with a German Shepard named Barry.

COLLINS DOES an outstanding job in the leading role. Her acting experience is obvious (she played Fran Kubelik in *Promises, Promises*, of last season.) She handles the dialogue convincingly and, by using an Eastern accent in the role, sounds like much like the wisecracking television character Rhoda.

In the 15-member cast, the play possesses an exceptionally strong supporting group of people—necessary to support the rather weak plot. Sally's father is a lovable old taxi driver, played by Maurice Bender, who is so believable, he could have been pulled right out of a Yellow Cab. The colorful street cast also includes a bum, a senile old lady, and a delinquint little boy, one of Sally's students.

During the course of their dilemmas, the Cramers even attempt to have affairs with some of their unique neighbors. Sally meets an experienced young man named Gordon, and Martin notices an attractive young lady who enjoys standing on her deck in a skimpy lingerie.

The sets are effective in creating a Manhattan Upper East Side atmosphere, consisting of four terraces and a street below, with typical landmarks such as benches, bums and even a taxicab.

The small size of the Playbarn lent itself to audience participation, especially when the actors engaged in a little offstage acting. Ten minutes before the start of the play, the actors can be seen wandering about casually.

For ticket information, call the Bellevue Playbarn at 747-7080

Cathy Wright, a $(CE)_2$ student, reviewed the above play as one of her newspaper reporting assignments while doing her exploration at the Daily Journal American.

(CE)$_2$ COMMUNITY EXPERIENCES for CAREER EDUCATION

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Vol. 2, No. 1 NEWSLETTER February 1978

SUCCESSFUL BEGINNING

The first semester of (CE)$_2$ at Bellevue and Interlake is now history. Throughout the term, students successfully combined community explorations and classroom work to learn more about themselves, decision-making and goal setting. Students and parents have expressed a high level of satisfaction with the processes and experiences in (CE)$_2$. In the near future we will have a report on the formal evaluation which is being conducted by the U. of W.

PROGRAM CHANGES

As the staff gains experience with program strategies we expect to learn things which will cause changes. A couple of fairly visible changes have occurred in the course options for second semester.

At Bellevue High, students now have the option of one credit (CE)$_2$ and one credit of (CE)$_2$ English. Sue La Follette and Alice Siegal have worked out this arrangement for those students who might otherwise be unable to schedule the time for the course.

Interlake High is trying out an option whereby students may enroll in (CE)$_2$ English or (CE)$_2$ American Government without being enrolled in the regular (CE)$_2$ class. These two classes will be using EECE strategies and materials to help students relate community explorations to course content. Explorations will serve a twofold purpose of allowing students to gather data for projects and to explore occupations while gathering such data.

We will be analyzing these and other options for possible inclusion in the on-going program.

SECOND YEAR FUNDING

USOE evaluation teams have visited Bellevue during the first year of the project. Based on their observations and our quarterly reports we have been granted continuation funding for the second year of operation.

EVALUATION

Program students have been pre- and post-tested by researchers from the U. of W. In addition, a control group will be similarly tested for comparison with the second semester group. Evaluation information should be available within a few weeks after the end of each semester.

OPEN HOUSE

At the start of first semester we held an open house at each of the involved schools and had a second discussion evening later in the term at Interlake. The meetings were well attended and provided for two-way communication. Similar meetings will be held for second semester participants, parents and other interested people.

QUESTIONS - CONCERNS - PROBLEMS

As a program such as (CE)$_2$ develops and grows there are certain to be questions, concerns, and problems which arise. We appreciate the feedback that we have received from a few staff members. You are invited to share your comments with project staff members.

BELLEVUE SCHOOL DISTRICT • 310-102nd N.E. • Bellevue, WA 98004 • (206) 455-6074

(CE)$_2$ COMMUNITY EXPERIENCES for CAREER EDUCATION

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Vol. 2, No. 2 NEWSLETTER September 1978

NEW STAFF MEMBERS

We are pleased to have Jim Hauser and Dick Curdy join the (CE)$_2$ Staff at Bellevue High School on a part-time basis. Jim will be working with students who have elected to coordinate their social studies learning experiences with their (CE)$_2$ community experiences.

Similarly, Dick will provide an emphasis on practical English as it relates to obtaining and holding a job. Learning activities will include projects based on (CE)$_2$ Career Explorations, as well as reading and writing that enhance one's private time.

PROGRAM EVALUATION

Our (CE)$_2$ Project is being evaluated by the Bureau of School Services and Research at the U. of W. At the completion of each semester the BSSR provides a formal evaluation report.

Briefly, the evaluation shows that (CE)$_2$ Student have made some very real gains in career exploration. Specifically, they have given greater attention to career planning and have an improved knowledge about occupations of interest when compared with control groups. To some degree the (CE)$_2$ students gave evidence that they had a better understanding of how to find and use information about post-secondary education.

(CE)$_2$ students did not make hoped for gains in the two categories of basic skills understandings and the decision-making process. It had been anticipated that students should become more aware of how basic skills are used in the occupations of interest. This growth did not occur. Likewise the evaluators could not find evidence that (CE)$_2$ students increased their decision-making skills. It must be noted that high pre-test scores provided little room for growth and this section of the evaluation has been revised for 1978-79.

If anyone desires further details on the evaluation, please call Jim Schulz at 455-6074.

COMMUNITY PARTICIPATION

Community organizations have been very receptive to the (CE)$_2$ Program. About 175 organizations have hosted career explorations and many more are available if the need arises.

At the end of the year we surveyed these organizations and found that an overwhelming majority gave the program high ratings.

All respondents stated that their participation in the (CE)$_2$ would have a favorable effect or no significant effect on participation in other programs. There were no responses indicating a negative effect.

Community participants also rated the program concept, staff contact, program operation and students. In all cases the responses were very favorable with most people marking the highest rating on a five point scale.

Written comments were also very favorable with some people taking time to offer suggestions for improvement.

A very few negative ratings and comments were received. Steps are being taken to improve our procedures to avoid the difficulties noted.

We are extremely pleased with the community response and will continue to work to deserve this sort of help.

BELLEVUE SCHOOL DISTRICT • 310-102nd N.E. • Bellevue, WA 98004 • (206) 455-6074

(CE)$_2$ COMMUNITY EXPERIENCES for CAREER EDUCATION

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Vol. 2, No. 3 NEWSLETTER November 1978

TRANSITION PLANNING

As the end of the second year of federal funding approaches, the staff is busy planning for the transition to local funding. During the third and final year of the project adjustments will be made to bring per pupil costs to an acceptable level for an on-going program.

At this time, staff members are discussing options which would allow us to reduce costs. Any suggestions and comments would be appreciated.

SCHEDULE CHANGE

At Interlake, Mike Gass is planning to try a three-credit section of (CE)$_2$ next semester. Students electing this option will meet daily for a one hour class session. The other two credits will be earned by completion of projects and explorations scheduled to fit the individual student's program. The three-credit class, along with the two-credit and one-credit sections currently being offered will provide maximum flexibility for students.

The newest option has been devised to increase the number of students per staff hour. Such an increase is necessary to bring the per student cost to a level that can be financed from regular funds after the federal funding ends in January 1980.

AUTOMOBILE REPAIR

Both Kyle Cheney and Forrest Kulp are very interested in cars so they chose to explore occupations related to these interests.

(continued)

At Precision Tire and Wheel, Inc., Forrest Kulp learned about the occupation of front end mechanic. As a result of his exploration Forrest views the occupation as one having pretty good security. On the negative side he saw the occupation as being boring because there isn't much variety in the work.

Kyle reported that he learned about auto painting while at Bellevue Dodge. He suggests that he may want to learn more about body repairs if he is able to do further explorations in the automotive field.

ANIMAL CARE AT KELSEY CREEK PARK

An interest in learning about the care of large animals led Laurie Blake to explore animal care at Kelsey Creek Park. During five visits to the site, Laurie became acquainted with park personnel and gained firsthand experience with the animals. Tomar White, the woman who cares for the animals, provided Laurie with opportunities to sample a wide variety of the activities that take place at Kelsey Creek Park.

Laurie found that she really enjoyed the park and that "... the area was neat to be around." On the negative side she also noted that the occupation could be boring on a rainy day when few people come to the park.

PEOPLE IN NON-TRADITIONAL WORK ROLES

(CE)$_2$ students discuss the changing work roles in our society and are expected to look for people in non-tra-

(continued)

ditional occupational roles at the exploration sites. As a result of such observations the students have noted some people doing work which would traditionally be associated with members of the opposite sex.

At D. A. Hogan and Associates Mark Turner discovered that a woman is employed as a landscape architect.

David Barnes explored sports newscasting at KING-TV and radio with Elaine Perkins as his community instructor. David also noted that some of the people controlling the news show were women and that there was a man working in the business as a receptionist.

Tomar White served as a community instructor for Laurie Blake while Laurie was at Kelsey Creek Park. Tomar is in charge of caring for the animals, an occupation Laurie indicated is more frequently associated with men.

An exploration of the occupation of dietitian expanded to include a broad overview of restaurant management for Cammi Chase. While at Nature's Pantry Cammi worked with Judy Taylor who is manager of the restaurant. In addition to gaining information about nutrition, Cammi got firsthand insights into the business aspects of this restaurant.

NEW MATERIALS STRENGTHEN PROGRAM

Several years ago Interlake was selected to pilot test the Career Information System (CIS). The materials developed for the CIS are now commercially available from McKnight Publishing Company. The CIS materials along with the Exploring Career Decision-Making (ECDM) materials, which were developed at the same time, form an outstanding instructional package.

(continued)

These materials are particularly valuable to $(CE)_2$ because they are closely related to the new Dictionary of Occupational Titles published by the U.S. Department of Labor last year. The change from 114 Worker Trait Groups to 66 Worker Trait Groups is reflected in the new CIS material which describes the new groupings.

Both schools involved with $(CE)_2$ are using the CIS materials and find them to be very worthwhile. It is anticipated that we will continue to make extensive use of the CIS/ECDM system.

DISSEMINATION EFFORTS

Bellevue's $(CE)_2$ project has joined with three other Experience-Based Career Education projects in the state to provide information about EBCE. Staff members in Kennewick, Colville, Highline and Bellevue have agreed to make joint presentations to interested groups.

In October a presentation was made at the annual convention of the Washington Association of School Administrators in Spokane. A meeting of the Washington Association of Vocational Administrators in November provided another opportunity to share ideas about using the community for career education.

Additional presentations are planned later in the year. Staff members are available to work with individual districts desiring more information about use of the community for career exploration.

Anyone interested in such presentations should contact Chuck Judd with Highline's CBCE Project at (206) 433-2338 or Jim Schulz, Bellevue's $(CE)_2$ project at (206) 455-6074.

(CE)$_2$ COMMUNITY EXPERIENCES for CAREER EDUCATION

Vol. 3, No. 1 NEWSLETTER January 1979

EXPLORATION ACTIVITIES

(CE)$_2$ students have completed a wide variety of explorations each semester. The brief summaries of selected explorations as contained in this Newsletter should help explain some student activities.

Exploration is the purpose of these site visits so students generally spend a total of less than 10 hours at one place. During that time they talk with workers and to a limited extent gain some hands-on experiences where such is practical.

There are no unsuccessful explorations. Students go to sites to learn about occupations of interest to them. During each exploration they are expected to compare personal attributes and occupational requirements. The discovery of a mismatch is just as important as reinforcing interest in a certain occupation.

Does (CE)$_2$ limit the horizons of students? Preliminary information suggests that on the contrary it expands the student's knowledge of options reasonably available. While some occupations may be eliminated from further consideration, alternatives become known to them.

In one short semester a student typically learns more about personal values and work attitudes, makes some tentative decisions about occupations and eliminates certain occupations from active consideration.

RESTAURANT WORK

Brian Hobzek became very involved in food preparation while at Greenwood Inn. They provided him with experience and information in a variety of jobs from clean-up to restaurant management.

While at Greenwood, Brian realized that food service workers often work long hours. They are always busy and have frequent contact with people.

On the negative side the salary is relatively low and the expectations are quite high. These factors have caused Brian to continue to search for occupations which might appeal to him even more than those in food service.

MORE PETS

Lisa Miller explored animal care occupations at All-Pets Veterinary Hospital. While there she discovered that veterinary practice involved far more surgery than she expected.

As a result of this exploration Lisa has been able to identify her interests as being more in the animal care realm than in veterinary medicine.

SOUND SYSTEMS

Rushour Music provided Jim Cockrill with experiences in the installation of electronic equipment. His comments indicate that he was very impressed with the business and the items being installed.

Jim notes that he was able to learn quite a bit about installation of stereo systems. He left this exploration with the hope that he can make use of these skills in the future.

FOOD SERVICE

Tim Griffin explored food service occupations at Pizza and Pipes. In particular he was introduced to the

management phase of the business which provided insight into other jobs.

Tim indicated an interest in both the pizza making and restaurant management as possible future occupations. Clearing tables and cleaning up weren't as exciting but were recognized as possible ways to enter the field.

ANIMAL CARE

Chris McFall obviously had an outstanding exploration at the Humane Society. His Exploration Guide was very complete with details about what he saw and did.

He was able to become closely involved in a range of activities. In so doing he became aware of many occupations in the field of animal care.

From the comments in his Guide it is clear that Chris enjoyed working with the people at the Humane Society and that they enjoyed having him there.

KITCHEN DESIGN

Custom Designed Kitchens provided Diane Parkhurst with the opportunity to learn about design and decoration in this specialized area. While at this site Diane learned about materials and color combinations to use in kitchens.

During the six sessions at Custom Designed Kitchens, Diane got a general overview and was helped to get some practical learning experiences. She sketched a kitchen design indicating specific cabinets and materials to use. On another visit she did a floor plan of her kitchen and then redesigned it.

SOCIAL WORK

Sue Pace explored social work at the local V.E.S. office. While there she became involved in a wide range of activities which gave her an insight into the work done at V.E.S.

In her Guide Sue notes that a successful social worker has to stay open-minded and be dependable.

This exploration was of sufficient interest to Sue so that she requested further explorations in the occupation.

ARCHITECT

Based on his enjoyment of drawing, David Barnes explored architectural occupations at Bruce Flynn and Associates.

Since architecture is a highly skilled occupation, David got little opportunity for "hands-on" activity. He did, however talk with a number of people and observe their work. In David's words "...it is not unusual to see different races, and sexes involved in this occupation.", thus found it not unusual that his community instructor was a woman.

David decided that architecture lacks the excitement he would like and has much routine. He is now investigating other occupations of interest to him.

COOK/CHEF

While it's common for women to do the cooking in homes, Lisa Miller noted that there were no female cooks at Northwest Passage when she was on her exploration at that site.

Lisa's comments indicate that she enjoyed this exploration, but the occupation doesn't match enough of her interests to cause her to plan to become a cook or chef.

BAKER

Andy Rand has to be the "early bird" of the (CE)$_2$ program. He arrived at his Albertson's bakery exploration site as early as 3:30 a.m. to learn about the work done by a baker. From the comments in his Guide it is obvious that Andy gained a lot of information about the life of a baker.

At the end of his scheduled exploration Andy made plans to continue at the site to gain more information. Obviously this occupation appeals to him in spite of the time the work day starts.

A near program

Bellevue schools offer first-hand look at careers

by VAL VARNEY
Times Eastside bureau

BELLEVUE — Joe Cowdin is learning how to make salads and prepare luncheon trays. Jeff Beyer has learned how to weld and how to keep up the maintenance on large trucks.

Other students like them at Bellevue and at Interlake High Schools are finding out what it could be like to be a psychiatrist, a doctor, a veterinarian, a travel agent or any of a host of other avocations.

Some of the students, according to Alice Siegal, a teacher/coordinator for Community Experiences for Career Education at Bellevue High, are also finding out what they DON'T want to do in later life by observing various occupations.

Dr. Mike Gass coordinates the program at Interlake and James Schulz is the project director.

BELLEVUE'S school district is one of two in the state to receive a $150,000 grant this year from the federal Department of Health, Education and Welfare. (Highline, to the south of Seattle, is the other.)

More than 150 businesses are participating in the program involving 52 students at both Eastside high schools. And, according to Chris Hashagen, who also helps coordinate the program, "It's going great — the employers are receptive and the students are excited."

Hashagen also hopes the program "will keep a few kids from dropping out of college."

Gass, who has 27 students, described the "curriculum" as one of the "neatest I've participated in."

"These courses give the students skills they can use throughout their lives," he said. "And it appeals to all kinds of students." Although the program is geared toward sophomores and juniors, there are a few seniors in it as well.

STUDENTS EXPLORE five to six different occupations during the semester-long course, and about two hours are spent each week visiting job sites. At the end of each job, both the student and the employer write their respective evaluations, which are turned over to the teachers.

According to Mrs. Siegal, there's a heavy emphasis on career-planning and decision-making, the idea being that the students see the relationship of their coursework to what they want to do when they "grow up."

Mrs. Siegal, who works with 25 students this semester, said while the interest in occupations is varied, some of the more popular choices are flight attendent, travel agent, mechanic, teacher, chef, restaurant manager, police officer, social worker, counselor, business manager and musician.

Students first talk with the employer to get an idea of what the job involves, including what training is needed. The next step is actually doing some of the work.

Tim Hall, the chef at the Black Angus restaurant in downtown Bellevue, is at present showing Joe Cowdin some of the ropes.

"IT'S THE first time we've done this," Hall said. "But it (the program) gives us more community exposure."

Dressed in a chef's outfit, Cowdin has learned how to make some of the salads, stirred soup and vegetables and helped clean up the kitchen. He said he enjoys what he's done and hopes to stay there to learn about restaurant management.

Hashagen said that one student, like Cowdin, tried two different positions in a department store, clerking and display. She later went on to try counseling and beauty school.

Gass said a lot of the employers are "really going out of their way" to help with the program. Some of them are invited to speak to his class each week.

AS FOR PARENTS, Gass said, they've had nothing but good to say about it all.

"Parents have a big influence when a student's career decision is made," he said, adding that both parents and offspring are invited to give feedback on how things could be improved.

Next fall, more students will be participating, he said.

Last semester was the beginning of the three-year, $400,000 program. Besides Bellevue's and Highline's, there are 46 similiar programs nation-wide.

Joe Cowdin, 17, a Bellevue High sophomore, stirred corn and soup on the stove at the Black Angus Restaurant, 134 105th Ave. N.E., while Tim Hall, the chef, supervised. — Staff photo by Bruce McKim.

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Soothsayer

Bellevue, Washington

October 27, 1978 Interlake High School

$(CE)_2$ program is successful

By KIM FOSTER

One of the newest programs offered in the Bellevue School District is the $(CE)_2$ program. $(CE)_2$, which stands for Community Experiences for Career Education, is a class in which one half of the class time is spent on "explorations" outside the classroom, investigating different careers and learning about their advantages and disadvantages.

The class also goes on tours to various businesses. This helps provide a more general idea of what is offered in the community. Seminars are held once a week, when different employers and people from the community come into the classroom and discuss experiences in their fields. A weekly journal is also written to one of the staff. This journal helps the students to recognize the positive characteristics of themselves and focus these on a career decision.

The $(CE)_2$ program is currently active at Interlake High School and Bellevue High School. The staff at Interlake consists of Mr. Michael Gass, teacher/coordinator, Mr. Chris Hashagen, Community Resource Specialist, Ms. Joyce Makous and Mr. Alan Yanagamachi, Enlish and social studies teachers, and Mr. Jim Schulz, project manager, as well as all the people who spend their own time instructing students during their explorations. They have made this program a succesful one as comments from three of the many satisfied students taking the $(CE)_2$ program show. One sophomore said, "This class has really gotten me on the right track." From a junior whose exploration helped him get a job at The Ski Store in Bellevue came this comment. "It's great, everyone should take this class." And, from a senior, "You really don't know what's in a job till you go find out. This class has stopped me from making a lot of big mistakes!"

The career search is on

How many times have you sat down and said to yourself, "What am I going to do after high school?"

The response is usually something like "Who Knows?"

For all you lucky people who know what you are doing, you have the advantage, but, what about you who do not?

The LCR is a good place to start. Last year a career choice survey was given to Interlake, and the results transformed into clubs known as Career Posts. These clubs cover flying, auto mechanics, police, F.B.I., medical, musical, and many other careers to choose from, but they are all there for one main reason; to help you find something that you like, to see if you want to make a possible career out of.

Career Posts can help you explore what you like, what you have been thinking about in a job, and also satisfy your curiosity about different jobs. Many of the Career Posts are sponsored by local businesses around the Eastside, as well as state and federal sponsors. Some of the clubs require a small dues charge for some of the activities involved in the Career Post. If you would like to find out more about Career Posts, talk to Ms. Betty Lassman upstairs in the LCR.

There is also a regular class designed for career search and exploration available here at Interlake.

Dr. Mike Gass teaches the class, which involves visiting different businesses of your choice to see if you might be interested in that particular field of occupation.

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FF NEWSLETTER

BELLEVIEWS

ELLEVUE PUBLIC SCHOOLS FEBRUARY 1979

GRANTS ARE SOUGHT, RECEIVED

The U.S. Office of Education has provided a $150,000 grant for the third and final year of CE2 (Community Experiences for Career Education), reports James Schulz, CE2 Project Manager. The program, offered at Interlake and Bellevue High, ties classroom studies with visits to community businesses so that students can investigate potential careers on the job site.

Career 'Ed' Spans All Grade Level

Career education spans all grade levels and many subject matter areas to help students prepare for the "world of work."

Bellevue schools offer a program of career awareness, exploration, and preparation. It is to make students aware of occupations, allow them to explore jobs, and to help prepare them for specific careers.

There is cooperation with the business community through the use of speakers, field trips, special materials, and on-the-job training opportunities.

Members of the business community also serve on advisory committees for each vocational program. This helps ensure that programs are kept current with practices in the job field.

The Basic Education Act now mandates that students in grades 4-12 have "work skills education" to prepare them for the "world of work."

Elementary

"Career awareness" activities mainly involve elementary students, although they may extend into junior high. These are aimed at helping students develop self-understanding and learn the importance of various jobs.

Students may visit businesses, hear speakers, and discuss how their school work relates to adult work. They may learn about economics, and the importance of work in society.

The students should become familiar with different kinds of work, be able to relate their own interest to potential careers, and develop positive attitudes about themselves, other people, and work.

Elementary school counselors work with teachers to help students become aware of a range of careers. The counselors, as a prelude to career choices, aim to help students understand decision making processes and values.

To help expand students' concepts of job opportunities available to them, the school district has the Project Equality program.

This federally-funded program provides teacher training, and instructional materials. Its aim is to encourage students to look at skills and abilities required by a job, rather than traditional sex roles.

While this is primarily an elementary school program, some secondary school teachers are adapting it for their students.

Junior High

The "career exploration" phase of career education occurs mainly at junior high schools, although it may overlap with high school activities.

It is based on the belief that students have a need for job exploration and self-assessment.

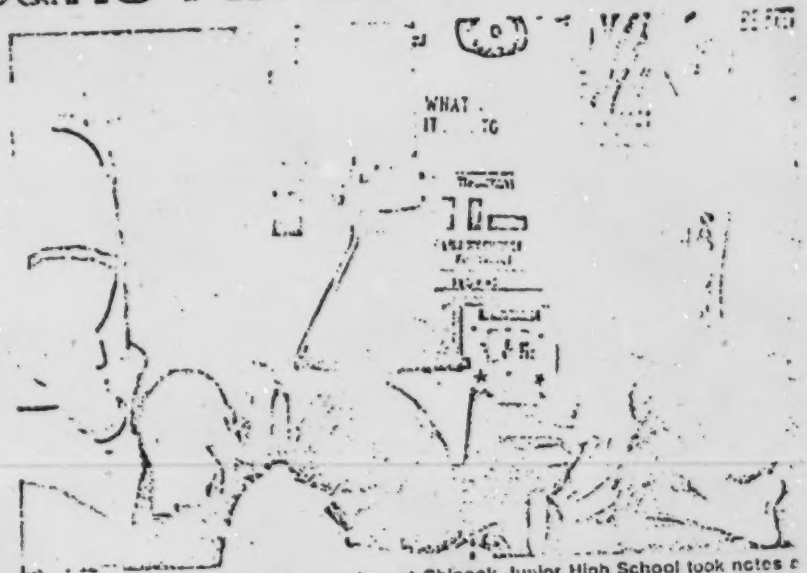
Electives in business, home economics, and industrial education allow students to experience activities involved in some occupations.

In junior high, students are to learn about the types of career decisions they will have to make. They are helped to make some preliminary choices, and learn how class work can relate to job skills.

Junior high counselors work with teachers to provide knowledge of a variety of careers, and awareness of student interests and abilities.

Counselors may help coordinate field trips, develop "career corners," or organize meetings to discuss career opportunities.

Career corners may be set aside in the Learning Resource Centers (libraries) or in the counseling areas. These often contain books and other materials to provide information on jobs and educational opportunities.



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Vocational classes are offered to help students go directly into a job or to seek advanced training after graduation. In addition to courses offered within the school district, students may arrange to take classes at the Lake Washington Vocational Technical Institute.

Other classes, such as home economics and industrial education, prepare students to take advanced classes and for other training opportunities.

The CE2 program (Community Experiences for Career Educational), which is federally-funded, provides another avenue for students to explore their own interests and various careers.

Through the program, students combine classroom work (career research, decision-making, goal-setting) with actual on-the-job observations of various businesses in the community. This program is currently offered for Bellevue and Interlake high school students.

High schools also maintain Career Resource Centers.

These centers contain information to help students with their college or job plans, and counselors are available to assist the students.

High school counselors work with students to help them plan their class schedules and post-graduate activities.

Special Education

Job training is part of the program for special education students. For these students, when they cannot participat in "regular" vocational or o cupational classes, program are provided at Interlake Hig School and Interlake Cottag a separate special educatio facility.

A work preparation and e perience program is offer at the high school and at t Cottage.

The preparation phase volves students in investig ing job fields, learning what involved in working, how complete an employment a plication, what to wear, a other matters.

The experience portion c involve work at Interla High, such as learning bo binding, or working at p jobs in the community.

The Cottage also opera a workshop which is run a business. Students produ a number of products such wood hanging lamps planters.

BHS BOOSTER CLUB newsletter

BELLEVUE SENIOR HIGH SCHOOL Phone 455-6146 March 1979

CE_2 EXPLORATION

Michelle LeSourd

Upon completion of my first exploration for CE_2 at the Seattle Sun Publishing Co., I have greatly extended my knowledge of the newspaper industry and what journalism is all about. I gained experience working in advertising, calendar events, classified ads, proofreading, layouts and observing photo-typing and graphic design. Through this experience I have definitely decided that journalism will be my career.

BHS BOOSTER CLUB newsletter

BELLEVUE SENIOR HIGH SCHOOL 455-6146 May 1979

CAREER EDUCATION (CE_2)

Marni Gittinger

What better way can you find out about an occupation that might interest you than by experiencing it through CE2?

I have been interested in the field of counselling and was placed at Y.E.S., an agency that specializes in helping people to communicate and work out their problems. Now I am involved in helping an elementary school teacher at Surrey Downs.

It is never too soon to start planning your future, and CE2 is a good way of realizing what to do with your life.

(CE)$_2$ COMMUNITY EXPERIENCES for CAREER EDUCATION

Vol. 3, No. 1 NEWSLETTER January 1979

EXPLORATION ACTIVITIES

(CE)$_2$ students have completed a wide variety of explorations each semester. The brief summaries of selected explorations as contained in this Newsletter should help explain some student activities.

Exploration is the purpose of these site visits so students generally spend a total of less than 10 hours at one place. During that time they talk with workers and to a limited extent gain some hands-on experiences where such is practical.

There are no unsuccessful explorations. Students go to sites to learn about occupations of interest to them. During each exploration they are expected to compare personal attributes and occupational requirements. The discovery of a mismatch is just as important as reinforcing interest in a certain occupation.

Does (CE)$_2$ limit the horizons of students? Preliminary information suggests that on the contrary it expands the student's knowledge of options reasonably available. While some occupations may be eliminated from further consideration, alternatives become known to them.

In one short semester a student typically learns more about personal values and work attitudes, makes some tentative decisions about occupations and eliminates certain occupations from active consideration.

RESTAURANT WORK

Brian Hobzek became very involved in food preparation while at Greenwood Inn. They provided him with experience and information in a variety of jobs from clean-up to restaurant management.

While at Greenwood, Brian realized that food service workers often work long hours. They are always busy and have frequent contact with people.

On the negative side the salary is relatively low and the expectations are quite high. These factors have caused Brian to continue to search for occupations which might appeal to him even more than those in food service.

MORE PETS

Lisa Miller explored animal care occupations at All-Pets Veterinary Hospital. While there she discovered that veterinary practice involved far more surgery than she expected.

As a result of this exploration Lisa has been able to identify her interests as being more in the animal care realm than in veterinary medicine.

SOUND SYSTEMS

Rushour Music provided Jim Cockrill with experiences in the installation of electronic equipment. His comments indicate that he was very impressed with the business and the items being installed.

Jim notes that he was able to learn quite a bit about installation of stereo systems. He left this exploration with the hope that he can make use of these skills in the future.

FOOD SERVICE

Tim Griffin explored food service occupations at Pizza and Pipes. In particular he was introduced to the

management phase of the business which provided insight into other jobs.

Tim indicated an interest in both the pizza making and restaurant management as possible future occupations. Clearing tables and cleaning up weren't as exciting but were recognized as possible ways to enter the field.

ANIMAL CARE

Chris McFall obviously had an outstanding exploration at the Humane Society. His Exploration Guide was very complete with details about what he saw and did.

He was able to become closely involved in a range of activities. In so doing he became aware of many occupations in the field of animal care.

From the comments in his Guide it is clear that Chris enjoyed working with the people at the Humane Society and that they enjoyed having him there.

KITCHEN DESIGN

Custom Designed Kitchens provided Diane Parkhurst with the opportunity to learn about design and decoration in this specialized area. While at this site Diane learned about materials and color combinations to use in kitchens.

During the six sessions at Custom Designed Kitchens, Diane got a general overview and was helped to get some practical learning experiences. She sketched a kitchen design indicating specific cabinets and materials to use. On another visit she did a floor plan of her kitchen and then redesigned it.

SOCIAL WORK

Sue Pace explored social work at the local V.E.S. office. While there she became involved in a wide range of activities which gave her an insight into the work done at V.E.S.

In her Guide Sue notes that a successful social worker has to stay open-minded and be dependable.

This exploration was of sufficient interest to Sue so that she requested further explorations in the occupation.

ARCHITECT

Based on his enjoyment of drawing, David Barnes explored architectural occupations at Bruce Flynn and Associates.

Since architecture is a highly skilled occupation, David got little opportunity for "hands-on" activity. He did, however talk with a number of people and observe their work. In David's words "...it is not unusual to see different races, and sexes involved in this occupation.", thus found it not unusual that his community instructor was a woman.

David decided that architecture lacks the excitement he would like and has much routine. He is now investigating other occupations of interest to him.

COOK/CHEF

While it's common for women to do the cooking in homes, Lisa Miller noted that there were no female cooks at Northwest Passage when she was on her exploration at that site.

Lisa's comments indicate that she enjoyed this exploration, but the occupation doesn't match enough of her interests to cause her to plan to become a cook or chef.

BAKER

Andy Rand has to be the "early bird" of the (CE)$_2$ program. He arrived at his Albertson's bakery exploration site as early as 3:30 a.m. to learn about the work done by a baker. From the comments in his Guide it is obvious that Andy gained a lot of information about the life of a baker.

At the end of his scheduled exploration Andy made plans to continue at the site to gain more information. Obviously this occupation appeals to him in spite of the time the work day starts.

(CE)$_2$ COMMUNITY EXPERIENCES for CAREER EDUCATION

Vol. 3, No. 2 NEWSLETTER March 1979

Students in the (CE)$_2$ Program continue to learn through experiences at community sites. These brief exploration summaries are designed to familiarize the reader with work done by the students.

ORTHODONTICS

Brad Ericksen explored the field of orthodontics with Dr. Fultz. Brad's interests and aptitudes closely match those required for this profession. In addition he has taken science courses related to this field so he has some basic preparation as a background for considering this occupation.

Independence, security and good financial rewards are cited as incentives to enter orthodontics. One major obstacle is the ten years of college training required for entry into the field. Also, something to consider is the declining population in the age group which most commonly makes use of these services.

MANUFACTURING/BUSINESS MANAGEMENT

Ken Stahl and Steve Kelly explored Cunningham Manufacturing and SAS Fluid Power to gain an insight into manufacturing processes. While at this site the students saw raw materials converted to finished, precision products which were loaded on trucks for shipment.

As could be expected the action of the manufacturing held greater interest than did the business management part of the operation.

LAW ENFORCEMENT

Steve Kelly spent a Friday evening with Officer Ebert of the Bellevue Police Department. While there he was introduced to routine paperwork, coping with a domestic problem and observed a pursuit and arrest.

Steve noted that being a police officer requires a great deal of patience. At the same time there is considerable excitement and variety in the work.

The actual experience was very similar to that expected by Steve. As a result of this exploration he is interested in police work as a possible career and wants to explore at other departments in the future.

FLORIST

Kathy Janicek enjoyed her exploration at Lawrence the Florist. While at this site Kathy learned how to make bows and arrange flowers.

According to Kathy the florist shop is a pleasant place to work with employees who get along well with others. Fringe benefits include a fresh flower to wear each day.

No special training is needed to begin work in a florist shop at minimum wage. Since there is a need for color coordination a certain amount of artistic ability is helpful. Participation in a horticulture class would provide useful information about plants and their care.

ELECTRONICS TECHNICIAN

Forrest Kulp used some of his winter vacation time to explore electronics occupations at Melco Labs. He reports that there are excellent opportunities in the electronics field.

Forrest saw many areas in the plant and talked with several people. His comments suggest that it is relatively easy to qualify for an entry-level job in this industry. Many different occupations are involved thus there is opportunity for advancement or change.

Published by the Washington State Superintendent of Public Instruction to inform citizens and educators about programs and activities in our schools

Dr. Frank B. Brouillet
State Superintendent
Old Capitol Building
Olympia, WA 98504

January 29, 1979

Your public schools

Free orientation is available for four career ed programs

School districts interested in learning more about experience-based career education may ask for a free orientation to one or more of the four programs currently operating in the state of Washington.

The brief history of experienced-based career education has been one of rapid growth. In the early 70s, the National Institute of Education (NIE) funded the development of four model programs through projects in Philadelphia, Oakland, Charleston, West Virginia and Tigard, Oregon.

Even before the models were refined, other districts were beginning to implement similar programs. The concept received a big boost when 38 vocational education grants were awarded in 1976 to develop demonstration projects based on the original NIE models.

Washington state currently has four experienced-based models operating. The Colville and Kennewick school districts have developed programs which are fairly close replicas of the Tigard model.

In these programs, high school students usually accomplish between 80 and 100 per cent of their educational requirements (including math, science, social studies and language arts) through community-based activities.

The Bellevue and Highline school districts have adapted techniques and procedures developed at Tigard and incorporated them into career exploration classes which are offered as part of the elective program available to high school students.

In these programs, the emphasis is primarily on exploring opportunities for paid employment.

The management staffs of these four programs are eager to share their experiences with others who are interested in knowing more about how the programs operate. Federal funding has made it possible to provide orientation services throughout the state at no cost to local districts.

For additional information, contact either: Jim Schulz, Director of CE_2, Bellevue School District, 310-102nd N. E., Bellevue 98804; phone (206) 455-6074; or Chuck Judd, Assistant Director, Community-Based Career Education, Highline Public Schools, 15675 Ambaum Blvd., S. W., Seattle 98166; phone (206) 433-2338.

Published by the Washington State Superintendent of Public Instruction to inform citizens and educators about programs and activities in our schools

Dr. Frank B. Brouillet
State Superintendent
Old Capitol Building
Olympia, WA 98504

February 12, 1979

YOUR public schools

NWREL helps educators to solve variety of problems

Young Indian children at Kingston, Taholah and Shelton are reading stories from "The Indian Reading Series: Stories and Legends of the Northwest."

High school students in Colville, Kennewick, Bellevue and Highline School District are exploring careers at community sites while they learn basic skills and life skills.

Teachers in Wilson Creek and Northshore are helping to develop an inservice training model in multicultural education.

School personnel and citizens in several Washington communities are finding ways to build effective working partnerships for improving education.

These activities are a few of the results of educators working with the Northwest Regional Educational Laboratory (NWREL) to improve education.

The Laboratory, with administrative headquarters in Portland, Oregon, is a nonprofit, independent agency conducting field based research, development and service activities.

It serves the region of Oregon, Washington, Idaho, Montana, Alaska, Hawaii, American Samoa and Guam.

Working together works

By working closely with practicing educators and others interested in education, the Laboratory is producing useful educational products and processes tailored to the needs of students, teachers, administrators and communities in its region.

For instance, "The Indian Reading Series" is the result of 12 Indian tribes from Oregon, Washington, Idaho and Montana working with the Laboratory to develop relevant language arts materials for Indian children.

This past year, materials for grades 1, 2 and 3, and a teacher's manual, were completed and are now being used in schools throughout the nation, as well as areas of the Northwest where they were developed. Development work with 17 participating Indian tribes is now targeted for grades 4, 5, and 6, with grade 4 development in progress.

Indian community people plan, write and illustrate the materials with Laboratory staff providing coordination and assistance.

Career education models

Although the Laboratory's work focuses on regional needs, very often solutions produced in the Northwest are used nationally. The development of the Experience-Based Career Education model is an example. School districts in Colville and Kennewick served as pilot sites. Now, more than 50 schools in 27 states have implemented career education programs stemming from that model.

The Laboratory began working with educators in the early 1970s to develop the full-time, comprehensive alternative program for high school juniors and seniors. The program provides students with a fully accredited education that emphasizes basic skills as well as career development.

Subjects needed for graduation are learned as much as possible through individualized projects planned for each student in the context of working life at sites in the community.

Materials published by the Laboratory assist schools in implementing either the whole EBCE program, or parts of it, depending on local desires. Laboratory staff members are also available to provide technical assistance.

EBCE adaptations are now geared to gifted and talented students, underemployed and unemployed youth, migrant students and adults. This winter, Laboratory staff members are working with Yakima School District staff to begin an EBCE program for migrant students.

Multicultural education

In an area focusing on educational

(Continued on Page 2)

(Continued from Page 1)

equity, teachers in Wilson Creek and Northshore are participating in development of an inservice model in multicultural education. This is a cooperative effort of the Laboratory and the Washington Education Association.

Citizen participation

The Laboratory has been a leader in assisting schools to increase citizen participation through processes developed over a five-year period. A key element in that development was the participation of Educational Service District 101 in northeast Washington.

One of the outcomes of the citizen involvement work is a series of booklets—"15 Keys to Community Involvement"—published this year by the National School Public Relations Association. School and community groups may use the booklets on their own, or Laboratory staff can provide large or small scale workshops and training.

For instance, this school year Laboratory staff conducted in Spokane a four-part workshop on leadership, conflict management, time management and meeting effectiveness.

Laboratory staff also conducted presentations to the Washington Association of Secondary School Principals on topics such as community involvement strategies and principal-staff communication.

Other projects

A new Laboratory project is the development of materials for the continuing education of school board members. The primary development site will be located in Washington.

The Laboratory staff is also assisting 28 school districts in Washington to conduct a feasibility study to better coordinate transportation services.

One of the major thrusts of the Laboratory's work is helping educators and others to use the tested results of research and development through workshops, training and technical assistance.

Service activities are conducted in a variety of topics, ranging from staff development to management systems.

How it works

The Laboratory was established in 1966 with a regional membership participating in its governance. Representatives are elected and appointed to the Laboratory board of directors which sets policy. Also serving on the board are the chief state school officers from each state in the region.

More than 800 educational agencies, institutions of higher education, business, labor and community groups—including 277 Washington school districts, colleges and other agencies—are members of the Laboratory.

Their representatives serve on Advisory Committees to Laboratory programs, in addition to serving on the Board of Directors. Twenty programs are currently involved in field based research, development and services.

State, local and federal resources provide the financial foundation to bring about educational improvement.

Available on request are the Laboratory's Products and Services Catalog, with more detailed information on publications and program services, and the Annual Report.

Contact the Public Information Office, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204.

BHS BOOSTER CLUB

newsletter

BELLEVUE HIGH SCHOOL | 455-6146 | JANUARY 1980

$(CE)_2$ - COMMUNITY EXPERIENCES FOR CAREER EDUCATION

Alice Siegal *455-6166*

Sue Rosenfield designed and made a gold ring while working at Austin's Jewelry. Kevin Glendenning works at the Issaquah Fish Hatchery. Experiences such as these are enabling (CE)2 students to arrive at informed decisions about their career plans. Federal funding for this program ends in June of 1980. Please call Mrs. Siegal for more information.

APPENDIX J

CAREER EDUCATION INVENTORY

The questions which follow are designed to assess your current knowledge of and attitudes toward career planning. All answers will be placed on the appropriate answer sheet. You are encouraged to respond to all questions and work as rapidly as you can. The inventory has been divided into several parts; please be careful to see that you use the proper section of the answer sheet for each of these subsections. Pay particular attention to the underlined words.

PART 1 -- AWARENESS OF THE WORLD OF WORK

(For each question choose the one best answer and then circle the corresponding letter on the answer sheet.)

1. Which of the following would qualify legally for unemployment benefits?

   a. a student who quits work to go back to school
   b. a recent high school grad who can't find a job
   c. a person hospitalized for an injury on the job
   d. a person laid off after one year on the job

2. Which of the following jobs most often requires working shifts or hours other than 8 a.m. to 5 p.m.?

   a. file clerk
   b. bookkeeper
   c. retail sales clerk
   d. auto mechanic

3. Which of the following offers the most job security?

   a. steel worker
   b. carpenter
   c. disc jockey
   d postal clerk

4. Which of the following jobs relies primarily on "on-the-job" training as opposed to formal training?

   a. firefighter
   b. route delivery clerk
   c. air traffic controller
   d. police officer

5. In which of the jobs would a person who values job security probably be least satisfied?

   a. truck driver
   b. construction worker
   c. route delivery clerk
   d. firefighter

6. Who is likely to spend the most time helping people with personal and family problems?

   a. banker
   b. member of the clergy
   c. teacher
   d. police officer

7. Who is likely to spend the least amount of time working in the outdoors?

   a. landscape gardener
   b. civil engineer
   c. FBI agent
   d. farmer

8. In which of the following jobs is the successful worker likely to have the best opportunities to earn a high income?

   a. real estate salesperson
   b. waitress
   c. barber
   d. grocery store manager

9. Which of the following workers is most likely to get cuts and bruises?

   a. veterinarian
   b. mechanic
   c. cashier
   d. printer

10. Don has been active in a scout troop throughout his high school years and enjoys helping younger boys with their scouting skills. He was also a member of the high school debate team and was president of his junior class in high school. His best grades were in the social studies area. He has had high grades in all his courses and plans to go on to college. Based on these facts alone, which of the following occupations would be best for him to consider?

    a. building contractor
    b. architect
    c. insurance salesperson
    d. lawyer

11. Sue has worked summers as a helper on a surveying crew. While she has taken no shop classes in high school, she often enjoys building cabinets and tables in the shop at home. She won an award for one of her cabinets in the 4-H Fair. When she finishes high school, she hopes to get some immediate job experience prior to going on with her education. Based on these facts alone, which of the following jobs would most likely build on her own interests and abilities?

    a. food processor
    b. photographer
    c. drafting
    d. zoo keeper

12. Judy has worked for several years in a grocery store. She likes to set up displays in the store window but tends to become bored with the monotony of stocking shelves. She likes to take her turn at the checkout counter and seems to enjoy meeting the variety of people who come through the store. She is very good with words and plans to study English when she goes on to college. Based on these facts alone, which of the following would most likely be a rewarding career?

    a. switchboard operator
    b. office manager
    c. insurance agent
    d. advertising manager

13. What type of training is generally needed to become a waitress?

    a. on-the-job training
    b. four years of high school plus on-the-job training
    c. apprenticeship
    d. vocational school training

14. For which of the following jobs is the high school diploma usually all that is needed?

    a. a clothing salesperson
    b. an x-ray technician
    c. a mining engineer
    d. a home economist

15. What type of training is generally required for the position of file clerk?

    a. on-the-job training
    b. four years of high school plus on-the-job training
    c. two years of community college or technical college
    d. four years of college

16. For each of the occupations listed in the first column, match the appropriate description from the second column.

Occupations	Descriptions
____ Fish and Game Warden	A. Uses tools to fix machines
____ Dietician	B. Catalogues written material
____ Stenographer	C. Transcribes verbal material into a written form
____ Tool and Die Maker	D. Cuts hair
____ Hair Stylist	E. Monitors airline flights
____ Librarian	F. Plans menus of balanced meals
____ Actuary	G. Buys and sells on commission
____ Mechanic	H. Designs and manufactures machine parts
____ Air Traffic Controller	I. Projects interest rates and dividends on investments
____ Broker	J. Guides people on airport tours
	K. Protects animal stocks
	L. Issues fishing licences
	M. Helps people lose weight

PART II - ATTENTION TO CAREER PLANNING

How much thinking and planning have you done in the following areas? What kind of plans do you have? For each question below, choose one of the following answers to show what you have done. On the answer sheet, circle the number corresponding to your selected response.

Answers

1. I have not given any thought to this.
2. I have given some thought to this but haven't made plans yet.
3. I have some plans, but am still not sure of them.
4. I have some definite plans, but don't know how to carry them out.
5. I have made definite plans, and know what to do to carry them out.

Questions

1. Finding out about educational and occupational possibilities by going to the library, sending away for information, or talking to somebody who knows about the possibilities.

2. Talking about career decisions with an adult who knows something about me.

3. Taking high school courses which will help me decide what line of work to go into when I leave school or college.

4. Taking high school courses which will help me in college, in job training, or on the job.

5. Taking part in school or out-of-school activities which will help me in college, in training, or on the job.

6. Taking part in school or out-of-school activities (for example, Science Club, school newspaper, Sunday school teaching, volunteer nurses' aid), which will help me decide what kind of work to go into when I leave school.

7. Getting a part-time or summer job which will help me decide what kind of work I might go into.

8. Getting a part-time or summer job which will help me get the kind of job or training I want.

9. Getting money for college or training.

10. Dealing with things which might make it hard for me to get the kind of training or the kind of work I would like.

11. Getting the kind of training, education, or experience which I will need to get into the kind of work I want.

12. Getting a job once I've finished my education and training.

13. Doing the things one needs to do to become a valued employee who doesn't have to be afraid of losing his job or being laid off when times are hard.

14. Getting ahead (more money, promotions, etc.) in the kind of work I choose.

High school students differ greatly in the amount of time and thought they give to making choices. Use the statements below to compare yourself to the typical students of your sex in your grade on each of the following kinds of choices. Circle your answers on the appropriate place on your answer sheet.

Answers

1. much below average, not as good as most . . .
2. a little below average . . .
3. average . . .
4. a little above average . . .
5. much above average, better than most . . .

Questions

. . . in the amount of time and thought I give to:

15. choosing high school courses

16. choosing high school activities

17. choosing out-of-school activities

18. choosing between college, junior college, business school, technical school, work, military service, marriage, homemaking, etc.

19. choosing a college, branch of military service, wife or husband, etc.

20. choosing an occupation for after high school, college, or job training

21. choosing a career in general

PART III - CAREER PLANNING AND DECISION MAKING

For each question, choose the best answer and then circle the appropriate number on the answer sheet.

1. The Occupational Outlook Handbook gives information about all of the following, except:

   a. job entry requirements
   b. average salaries in occupational fields
   c. job openings in major cities
   d. descriptions of job duties

2. Which of the following is the best source of information about job duties and opportunities?

   a. Vocational Guidance Quarterly
   b. Occupational Index
   c. Classified Want Ads
   d. Occupational Outlook Handbook

3. Which of the following is the name of a test designed specifically to give a person information about his/her potential to learn certain occupations?

   a. Comprehensive Tests of Basic Skills (CTBS)
   b. General Educational Development Test (GED)
   c. Occupational Abilities Assessment Test (OAAT)
   d. General Aptitude Test Battery (GATB)

4. Which of the following is the fastest way to identify as many occupations as possible that correspond to your interests:

   a. look in the Occupational Outlook Handbook (OOH)
   b. look in the Dictionary of Occupational Titles (DOT)
   c. talk to people working in the field
   d. look in the Worker Trait Group index (WTG)

5. Which of the following is the best way to determine what the average pay is for a particular occupation on a nation-wide basis.

   a. look in the Occupational Outlook Handbook (OOH)
   b. look in the Dictionary of Occupational Titles (DOT)
   c. visit community resources
   d. use the Washington Occupational Information Service (WOIS)

6. Barbara is interested in a working with animals. Based on this information alone, what should she do first?

   a. use Mapping Your Education to find out which colleges offer veterinary medicine
   b. use the Washington Occupational Information Service (WOIS) to learn more about occupations that involve working with animals
   c. get a job in a veterinary clinic
   d. find out more about her aptitudes and interests

7. Which of the following is the least effective to begin career planning?

   a. look at what is available on the job market
   b. take tests to find out what you should do
   c. consider what it is you want out of a job
   d. read as many job descriptions as you can find

8. Cindy is interested in a legal career as a court reporter, but does not know much about what they do. Based on this data alone, what is the best step for her to take?

   a. look up the job description in a legal journal
   b. contact the legal aid society
   c. ask questions of a practicing court reporter
   d. get descriptions of the job from the school counselor

9. Chuck comes from a military family with six children. His parents assume he will enlist in the service as soon as he graduates from high school, but Chuck wants to go to college, even though he knows his family cannot give him any financial help. Based on this information alone, which of the following would be the first step for Chuck to take?

   a. forget about his college plan and join the service.
   b. investigate his chances of receiving some sort of financial aid from sources other than his parents.
   c. look for a job which he thinks he will like but will not require a college education.
   d. look for any kind of job and begin saving money for college.

10. Sam would like to open his own cabinet shop as soon as he finishes his technical school program. But, he doesn't have enough money to buy the equipment he would need. Based on this information alone, what should he do?

    a. get a loan to buy the things he needs
    b. find a job in another field
    c. go to work as a cabinet maker for someone else
    d. open a shop anyway

11. Shelly is a very good student and excellent athlete. She wants to play college basketball and become a forester. But, the college which has offered her an athletic scholarship doesn't have a program in forestry. Based on this information alone, what should she do?

    a. give up either basketball or forestry
    b. play basketball, then go to a university with a college of forestry
    c. forget about both basketball and forestry
    d. try for an academic scholarship in a forestry school with a strong women's basketball program

12. Hank makes average grades in high school and he could graduate after another year. But, he is tired of school and wants to go to work. Based on this information alone, what should he do?

    a. stay in school no matter what
    b. quit school and go to work
    c. talk to some people who would be in a position to advise him (former dropouts, potential employers, etc.)
    d. join the Army so he could have a few years to think it over

13. Carol has the ability to succeed in college and become successful in a professional field. But, she would really prefer to go to work as a secretary, for which she is also prepared, as soon as she finishes high school. Based on this information alone, what should she do?

    a. go to college anyway, she will be glad she did
    b. find a job as a secretary
    c. go to college for a year, then find a secretarial job
    d. go to college part-time and work as a sales-clerk part-time

14. Carol wants a part-time job. Based on this information alone, what should she do first?

    a. read want ads to see what is available
    b. talk to people she knows for job leads
    c. mail her resume to as many employers as possible
    d. identify her skills and qualifications

15. Ted is one of the top students in his senior class. But, he doesn't have an interest in any particular occupation Based on this information alone, what should he do?

    a. major in engineering because there is a demand for engineers
    b. get a broad college education and then decide what to do
    c. take an aptitude test and discuss results with a counselor
    d. take an interest inventory and discuss results with a counselor

16. Mark wants to be an elementary school teacher. Three things he could do to become one are:

    1. make application for a teaching certificate
    2. select a college with teacher training program
    3. file credentials with teacher placement service

    In what order whould these things be done?

    a. 1 2 3
    b. 2 1 3
    c. 3 2 1
    d. 1 3 2

17. Susan wants to become a fire fighter. Three things she could do to prepare are:

    1. complete high school
    2. pass qualification tests
    3. complete special fire fighting training

    In what order should these things be done?

    a. 1 3 2
    b. 3 2 1
    c. 1 2 3
    d. 2 1 3

18. Roger wants to become a barber. Three things he could do to become one are:

    1. pass the state licensing test for barbers
    2. attend a barbers' training school
    3. find a job as a barber

    In what order should these things be done?

    a. 3 1 2
    b. 2 1 3
    c. 3 2 1
    d. 1 2 3

19. Pat wants to become a police officer. Three things he could do to become one are:

    1. join the police force
    2. pass the qualifications examination
    3. complete a law enforcement program at a two or four year college

In what order should these be done:

a. 1 2 3
b. 2 3 1
c. 3 2 1
d. 2 1 3

20. Kathy wants to become a dentist. Three things she could do to become one are:

1. enter a bachelor's program with emphasis in science
2. pass state licensing exam
3. apply to a school of dentistry

In what order should these things be done?

a. 3 1 2
b. 1 3 2
c. 2 1 3
d. 3 2 1

PART IV - CURRENT JOB INTERESTS

A. Begin this part of the inventory by rank ordering up to four occupations listed on the attached sheet which seem to be of the greatest interest to you. Remember, rank order the specific occupations and not the group headings. List your rank ordering on the answer sheet.

B. Now, think about the single occupation listed as your first choice and indicate, by using one of the five responses listed below, how much you know about that occupation. Mark the number of your response on the answer sheet.

Responses

I know . . .

1. hardly anything
2. a little
3. an average amount
4. a good deal
5. a great deal

1. What people really do on the job.

2. Specialties in the occupation.

3. Different places where people might work in this occupation.

4. The abilities and traits needed in the occupation.

5. The physical working conditions.

6. The education or training needed to get into the occupation.

7. The courses offered in high school that are the best for the occupation.

8. The need for new people in the occupation.

9. Different ways of entering the occupation.

10. The starting pay in the occupation.

11. The chance for getting ahead in the occupation.

OCCUPATIONAL GROUP PREFERENCE FORM

AGRICULTURE
(Including Agribusiness)
__ Dairy Farmer
__ Farm Supervisor
__ Fish & Game Warden
__ Horticulturist
__ Landscape Gardener

CONSTRUCTION
__ Bulldozer Operator
__ Civil Engineer
__ Electrician
__ Plumber
__ Surveyer

HOME ECONOMICS
(Including Consumer & Homemaker Education)
__ Consumer Advocate
__ Dietician
__ Dress Maker
__ Interior Decorator
__ Social Worker

MARKETING & DISTRIBUTION
__ Account Executive
__ Broker
__ Buyer
__ Hi-Fi Salesperson
__ Life Ins. Salesperson
__ Market Research Analyst
__ Office Machine Sales
__ Purchasing Agent
__ Sales Clerk
__ Sales Manager

PRODUCT SERVICES
(Mechanics, Repairers)
__ Aircraft Mechanic
__ Auto Mechanic
__ Major Appliance Mech.
__ Office Machine Mech.
__ Refrigeration Mechanic

TRANSPORTATION
__ Bus Driver
__ Parking Lot Attendant
__ Pilot
__ Stevedore
__ Transportation Supervisor

BUSINESS & OFFICE
__ Accountant
__ Bank Teller
__ Business Manager
__ Computer Programmer
__ Credit Analyst
__ Lawyer
__ Personal Manager
__ Stenographer
__ Systems Analyst
__ Typist
__ Secretary

FINE ARTS & HUMANITIES
__ Actor or Actress
__ Announcer
__ Art Director
__ Dancer
__ Economist
__ Librarian
__ Musical Entertainer
__ Musician
__ Sociologist
__ Stage Director

HOSPITALITY & RECREATION
__ Athlete
__ Chef
__ Motel Manager
__ Ticket Taker
__ Waiter/Waitress

NATURAL RESOURCE & ENVIRONMENT
__ Chemist
__ Geologist
__ Meteorologist
__ Oceanographer
__ Physicist
__ Soil Scientist

PUBLIC SERVICE
__ College Professor
__ Guidance Counselor
__ Police Officer
__ School Teacher
__ Social Psychologist

COMMUNICATION & MEDIA
__ Air Traffic Controller
__ Commercial Artist
__ Editor
__ Photoengraver
__ TV Camera Operator

HEALTH
__ Clinical Psychologist
__ Dental Hygienist
__ Dentist
__ Hospital Attendant
__ Medical Doctor
__ Medical Technologist
__ Nurse (Registered)
__ Occupational Therapist
__ Pharmacist
__ Veterinarian

MANUFACTURING
__ Cannery Worker
__ Drill Press Operator
__ Engineer. Technician
__ Handbag Assembler
__ Industrial Designer
__ Industrial Engineer
__ Machinist
__ Sewing Machine Operator
__ Sheet Metal Worker
__ Tool & Die Maker

PERSONAL SERVICES
__ Aid to the Blind
__ Food & Beverage Analyst
__ Hair Stylist
__ Host/Hostess (Restaurant)
__ Household Cook
__ Steward/Stewardess

APPENDIX K

(CE)$_2$ COMMUNITY EXPERIENCES for CAREER EDUCATION

May 1979

Dear Former (CE)$_2$ Student:

May we ask your cooperation in completing this questionnaire? As a part of the (CE)$_2$ Project evaluation we are required to do a follow-up study on former students.

We count on you, as the people most personally involved, to provide us with some very important information about your (CE)$_2$ learning experience.

Confidentiality: The completed questionnaire will be only for school district use and will be tallied and compiled without names for the required reports. No other use of the information will be made without your consent.

Sincerely,

Alice Siegal
Bellevue High School

Michael Gass
Interlake High School

James G. Schulz
Project Director

QUESTIONNAIRE

I. When did you take (CE)$_2$ _____

II. Member of Class of:

☐ 1978 ☐ 1980 ☐ 1982

☐ 1979 ☐ 1981

III. Had you made a tentative occupational choice before entering (CE)$_2$?

☐ Yes ☐ No

If yes, what occupation: _____

IV. At the end of the (CE)$_2$ course, what was your tentative occupational choice?

☐ none

☐ The occupational cluster or general field of _____

☐ The specific occupation of _____

V. What is your current tentative occupational choice? _____

VI. How firmly are you committed to your occupational goal?

☐ Very definite ☐ Could change easily

☐ Fairly sure ☐ Very unsure

VII. What action are you taking to prepare to enter the occupation of your choice? Check all that apply

☐ A. Attended/attending school at _____

☐ Continuing to explore and investigate occupational choices

☐ Courses which apply to preparing for the planned occupation:

_____

_____

_____

_____

☐ B. Working part-time: Job Title _____

☐ C. Working full-time: Job Title _____

☐ D. In military: Training Program _____

☐ E. Other. Please specify

_____

VIII. What is the most important benefit you gained from $(CE)_2$?

_____

_____

COMMENTS:

PLEASE MAIL THIS QUESTIONNAIRE AS SOON AS POSSIBLE IN THE ENCLOSED POSTAGE-PAID ENVELOPE

If you have any questions
please call 455-6074

APPENDIX L

APPENDIX I

Date of Interview _____

Interviewer's Name _____

CAREER EDUCATION INTERVIEW GUIDE

Name of Respondent _____ Sex _____

School _____ Grade Level _____

Age _____ Number of Months in the $(CE)_2$ Program _____

1. From the list of occupations on the extra sheet, please select two which are of greatest interest to you at this time. List them in order of preference in the space below. (Please provide more specific information as to the job rather than limit the occupation to the precise wording on the extra sheet.)

   First choice _____

   Second choice _____

2. Have you observed or directly worked at either or both of these two preferred jobs?

   _____ I have observed or worked at both jobs.

   _____ I have observed or worked at one of these jobs.

   _____ I have not observed or worked at either job.

3. Would you describe your first job preference in #1 above as a definite or tentative choice at this point in time?

   _____ Definite _____ Tentative ____ Neither (less than tentative)

BELLEVUE SCHOOL DISTRICT

4. Now returning to the two jobs of highest interest, indicate the importance of the following factors for each of the jobs using the following scale:

3---very important

2---important

1---of little importance

blank---don't know

	Job choice #1	Job choice #2
a) Reading Speed	_____	_____
b) Reading Comprehension	_____	_____
c) Writing (not penmanship)	_____	_____
d) Speaking	_____	_____
e) Math	_____	_____
f) Mechanical Ability	_____	_____
g) Drawing and Design Skills	_____	_____
h) Working with People	_____	_____
i) Ability to Work in Unclear Situations	_____	_____

5. Using the same two jobs, indicate the extent to which each of the following conditions is associated with the job by using the following scale:

3---very much

2---somewhat

1---not at all

blank---don't know

	Job choice #1	Job choice #2
a) Regular work hours	_____	_____
b) High salary	_____	_____
c) Interaction with people	_____	_____
d) Working independently	_____	_____

6. Different jobs have different requirements with respect to basic skill areas. Please indicate how you rank in relation to other students in your school with respect to each of the indicated skill areas using the following scale:

3---above average

2---average

1---below average

blank---don't know

a) Reading Speed _____

b) Reading Comprehension _____

c) Writing (not penmanship) _____

d) Speaking _____

e) Math _____

f) Mechanical Ability _____

g) Drawing and Design Skills _____

h) Working with people _____

i) Ability to Work in Unclear Situations _____

7. Returning to your first job choice as listed at the beginning of this interview, would you please describe the amount of education likely to be required by a person going into your selected occupation?

_____

8. What schools in the Puget Sound area or elsewhere provide the kind of training needed for your selected occupational choice?

(QUESTIONS FOR POST-INTERVIEW ONLY)

9. What impact has involvement in $(CE)_2$ had on your overall attitude toward school?

Much Worse 1 2 3 4 5 Much Improved

10. a) What influence has involvement in $(CE)_2$ had on your commitment to improving such skills as reading, writing, and mathematics?

None 1 2 3 4 5 A Great Deal

b) If your commitment has increased, please explain how this increased commitment has been shown (e.g. study harder in academic subjects, have registered in a special reading class, etc.).

11. Based upon your experience in the $(CE)_2$ program, what suggestions would you have for improving the program?